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ABSTRACT

The manual describes a training program for mainstreaming visually impaired, hearing impaired, educable mentally retarded, learning disabled, and speech impaired preschoolers. Training programs are presented separately for administrators, special education teachers, classroom teachers, and aides. Skills, knowledge, and attitude objectives are listed for each staff and specific roles and functions are described. Sample student records, forms, and lesson plans are interspersed throughout. The section on classroom teacher training treats peer training, training conferences, the individualized education programs, and curriculum revisions. Appended are sample forms and guides. (CL)

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Project TAKE-OFF
AN APPROACH TO MAINSTREAMING

Training Manual

By:

Preschool Services, Inc.

July 1, 1980

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TABLE OF CONTENTS

Introduction	i
SECTION I:	
OVERALL DESCRIPTION OF THE PROJECT TAKE-OFF PLAN	1
Children Served By The Plan	4
The Operational Plan.	6
Recommendations For Usage	8
Cautions.	10
SECTION II:	
TRAINING PROGRAM FOR ADMINISTRATORS.	11
The Special Educator.	15
The Plan.	19
Evaluation Diagrams	24
SECTION III:	
TRAINING FOR SPECIAL EDUCATION TEACHERS.	30
Roles	32
Procedures for Referring In-Service Non-Mainstreaming Needs .	36
Skills, Knowledge, and Attitudes.	37
SECTION IV:	
TEACHER TRAINING PROGRAM	43
Basic Assumptions	44
Skills, Knowledge, and Attitudes.	50
Peer Training	55
Training Conferences.	56
Preparing the Individual Education Plan	57
Curriculum Revisions.	59

SECTION V:

TRAINING PROGRAM FOR AIDES. 61

SUMMARY 63

An Appendix is also included with this document. (Appendix A - F)

INTRODUCTION

The training program described in this document is based on actual experience resulting from a demonstration project funded by the Bureau of Education for the Handicapped, U.S.O.E., from July 1, 1977 through June 30, 1980.* The overall goal of the Project was to demonstrate how preschool children with certain handicapping conditions could be successfully mainstreamed into regular preschool classroom settings. An important segment of that effort was the training of all personnel who were involved in the Project in some way.

The principal author of this document is Dr. Helen Hartle, Educational Consultant to Project TAKE-OFF. She was assisted in the effort by Linda Kopec, Project Administrator and by Project Teachers (special educators) Betty Raab and Margaret Colligan. Mrs. Barbara (Buffy) Owens, Vice President and Educational Coordinator of Palo Alto Educational Systems, Inc. contributed able direction and supervision to Project TAKE-OFF staff and to Palo Alto Preschools personnel who were involved in the Project.

Special acknowledgements are in order for Elizabeth Walters, Connie Pappas, Vanice French, and Perry Clifton, Directors of the preschools selected for the Project and for all the regular Palo Alto Preschool teachers who participated and whose patience and expertise made the effort possible.

A special note of appreciation is extended to Keith Stephens, President of Palo Alto Educational Systems, Inc., who contributed a great deal of time, expertise, and motivation.

Parents of Project TAKE-OFF children and members of the Advisory Board have made important contributions to the overall goals of the Project and also merit special acknowledgement.

The training program described herein will be enriched by those who use and adapt it in ways best suited for their own needs.

*The grant was awarded to Preschool Services, Inc., a non-profit corporation. Two Palo Alto Preschool sites in the Phoenix, Arizona area were chosen in which to mainstream preschool children with the following handicaps; vision impairment, speech impairment, hearing impairment, learning disabilities, and educable mentally handicapped.

I. OVERALL DESCRIPTION OF THE PROJECT TAKE-OFF PLAN

The designers of Project TAKE-OFF have a firm commitment to the concept of "mainstreaming" handicapped preschool children. Further, they believe that it is not possible to generalize about the type of degree of handicapping conditions children have which are best suited for mainstreaming. Even though the number of children and the variety of handicapping conditions represented in Project TAKE-OFF was not large, enough information was collected to support the belief that debates about which types of handicapped children can be successfully mainstreamed, or at what level of severity should mainstreaming be considered, should be decided on an individual basis.

There is no single effort or effect in approaching the mainstreaming concept, with a number of different mainstreaming plans, all having merit. In the following paragraphs, the major characteristics of Project TAKE-OFF's approach to mainstreaming are described.

Project TAKE-OFF Mainstreaming Plan

For the purposes of the BEH demonstration grant received by Preschool Services, Inc., five types of handicapping conditions were chosen because it was believed that they were the most common handicapping conditions and that they would benefit the child most if remediated at the preschool level, prior to enrollment in the elementary school. It was further believed that early intervention in these cases appeared to hold a high degree of promise for success. The five types of handicapping conditions covered by the demonstration project were:

1. Vision Impairment
2. Hearing Impairment
3. Educable Mentally Handicapped
4. Learning Disabled
5. Speech Impairment

As previously stated, Project TAKE-OFF was housed in two sites; each housing six children with the above handicapping condition. As children moved from the area other qualified handicapped children were enrolled. One Special Educator was assigned to each facility and one aide to cover the times when the Special Educators left for the day. Service was available to Project children from 6:30 a.m. until 6:00 p.m. in both sites.

Following are definitions of handicapping conditions addressed by Project TAKE-OFF. Many of the definitions used are the official descriptions used by Head Start.

- Visually Impaired:** "A person shall be considered visually impaired whose central acuity with corrective lenses does not exceed 20/70 in either eye, or who has no light perception in one or both eyes."
- Note. In the case of a totally blind person, the person should also be receiving external specialized assistance; i.e., instruction in mobility, pre-braille self-help skills, and other necessary assistance.
- Hearing Impaired:** "A person shall be considered hearing impaired when hearing loss is greater than 25 decibels, from the normal range, in either ear on the standard employed by a qualified audiologist."
- Educable Mentally Handicapped:** "A person shall be considered mildly Educable Mentally Handicapped who exhibits tendencies of general sub-average intellectual functioning, with an I.Q. of approximately 50-75, as measured by the WPPSI."
- Learning Disabled:** "A person shall be considered learning disabled who exhibits disorders in one or more of the basic psychological processes involved in the understanding and use of language, spoken or written, or whose disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia. Such terms do not include persons who have learning problems which are primarily the result of visual hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental disadvantage."
- (This is a definition supplied by BEH/USOE, 1970. For the purpose of Project TAKE-OFF, we have added the phrase "high risk LD" since it is difficult to classify preschool aged children as precisely LD.)
- Speech Impaired:** "A person shall be considered speech and/or language impaired who exhibits identifiable

disorders as receptive and/or expressive language impairment, stuttering, chronic voice disorders, and serious articulation problems affecting social, emotional, and/or educational achievement; and speech and language disorders accompanying conditions of hearing loss, cleft palate, cerebral palsy, mental retardation, emotional disturbance, multiple handicapping conditions, and other sensory and health impairments."

Diagnoses in all cases were made by recognized authorities. Full findings of the diagnoses are contained in the Project TAKE-OFF files for each child, including dates and places where diagnoses were made as well as by whom.

On the following page is a list of those handicapped children enrolled in Project TAKE-OFF with a brief description of the nature and degree of handicapping condition. This information is provided so that potential users of the plan will have information about the variety and type of handicapping condition for which this Project was designed.

Children served by the Plan

CHILD	CATEGORY	ATTENDANCE	DEGREE OF CONDITION
Chris Aiken	Learning Disabled	02-24-78 08-31-79	Mild, Low Risk L.D.
Kris Bluth	Speech Impaired	08-08-78 06-01-80	Moderate expressive language impairment, articulation problems
Bobbi Burris	Educable Mentally Handicapped	10-09-78 06-30-80	Moderate, Downs Syndrome with IQ score of 54
Kevin Daley	Speech Impaired	11-06-78 06-30-80	Moderate Expressive Language impairment
Hilary Canea	Speech Impaired	10-01-78 06-01-80	Mild, Articulation Problem
Danielle Gastineau	Learning Disabled	02-21-78 08-31-79	Moderate, High Risk L.D., because of perceptual handicaps, minimal brain dysfunction, developmental aphasia
Richard Griffith	Speech Impaired	08-08-78 06-30-80	Mild, Articulation Problems
Michael McBee	Speech Impaired	11-12-77 05-25-79	Moderate, Expressive Language impairment
Jennifer Jenkins	Visually Impaired	02-07-78 06-30-80	Moderate, No light perception in either eye
Michael Rimbey	Speech Impaired	11-01-77 08-31-79	Mild, Articulation Problems
Andrew Snoeberger	Hearing Impaired	09-12-78 05-29-79	Moderate, loss greater than 25 decibels from normal hearing range
Robert Warnich	Learning Disabled	11-11-78 03-18-80	Mild, Auditory Perceptual Difficulties
Benjamin Smith	Educable Mentally Handicapped	05-02-79 06-30-80	Moderate, Expressive and Receptive language delays and Motor difficulties
Brendon Aguirre	Speech Impaired	08-23-79 06-30-80	Moderate, Developmental Speech Delay, Gross and Fine Motor difficulties
Stephen Arnold	Speech Impaired	10-02-79 06-01-80	Moderate, Developmental Speech Delay, Gross and Fine Motor difficulties

CHILD	CATEGORY	ATTENDANCE	DEGREE OF CONDLITION
Marcus Fisher	Learning Disabled	06-26-79 06-30-80	Dyslexic, Word Blindness
Jimmy Conner	Learning Disabled	06-23-79 06-30-80	Moderate, Visual perceptual difficulties
Kathy Meier	Educable Mentally Handicapped	12-28-77 09-12-78	Mild, Mental Retardation with lack of motor control and speech difficulties
Relein Rork	Speech Impaired	11-02-77 05-31-78	Developmental Speech Delay, language deficit
Sommer Prosser	Speech Impaired	11-11-77 05-31-78	Mild, Articulation Problems
Cecil Carlin	Visually Impaired	11-01-77 03-31-78	Moderate, partial loss of sight in both eyes

The Operational Plan

The operational plan for TAKE-OFF was chosen for the following reasons:

1. It utilizes the talents of existing staff.
2. It brings together special educators and general educators working to solve the children's problems.
3. It affords handicapped and non-handicapped children the opportunities for working and playing together so that they will develop natural understandings about each other.
4. It utilizes the power of peer non-handicapped behavior models for handicapped children.
5. It keeps the handicapped child in the regular classroom, so that the child is not made to feel different or excluded.
6. It affords on-the-job, practical, relevant training in special education techniques for the classroom teacher who is serving handicapped children in a regular classroom for the first time.
7. It is a cost effective approach to solving the problems for meeting federal mandates to mainstream handicapped children.
8. It involves parents as partners in the effort.
9. It utilizes specialized services and resources effectively.
10. It is educationally sound.

In brief, the plan is as follows:

Phase I (Pre-Operational)

Teachers with expertise in special education techniques are given training for their new roles for an initial period of two weeks. This training, described in specific detail later in this document, is usually conducted by the administrator. Special Educators are given opportunities to gather the knowledge, skills, and attitudes that are needed for working with the specific set of children that will be mainstreamed into the general education classroom. Since the special education teacher seldom has experience in working with other adults or in training teachers, specialized training is needed in that area. The training package should include those skills.

When children are first mainstreamed into the class, the special education teacher will spend a great deal of time in the classroom with the teacher, working with the child. In those cases where the handicapped child is disruptive or cannot handle class activities, the special education teacher will take the child from the class and work quietly in another room until that child is able to resume activities with the other children.

At scheduled times the special education teacher meets with the classroom teacher (at least once a week) to help in the development of individual education plans for each handicapped child. Eventually, the teacher will be able to do this alone. As soon as a satisfactory individual education plan is prepared, the parents are called in and asked to comment, contribute to, and approve or disapprove of the plan. Both the classroom teacher and the special education teacher attend this conference. These conferences occur monthly and eventually the classroom teacher is able to handle them alone.

In addition, general and individual workshop sessions and in-service education activities are planned for and sometimes conducted by special educators for the teacher. These activities are based on the needs of the teachers gathered by needs assessments completed by the classroom teachers and special educators.

The training program for the general classroom teacher is designed to provide the knowledge, skills, and attitudes needed for working in a regular classroom with the young handicapped child over and above that training and expertise most general classroom teachers have. The goal for the special educator is to eventually "work" out of the job as teacher trainer and provide consultation when and if needed by the classroom teacher.

Administrators play an important role in the Project TAKE-OFF plan and this training document includes a description of the expertise administrators need to make the plan work effectively.

Recommendations For Usage

The training plan described here was developed using preschool children with the handicaps listed previously. These children were mainstreamed into two private preschools using a highly comprehensive preschool curriculum. The plan differed somewhat between the two sites because of the differences in personnel that staffed the two schools and the population being served at the schools. However, there were more similarities than differences between these sites. The plan was also affected by a number of factors common to most preschool settings, public and private. Teacher turnover is a common occurrence in preschools and did occur. For that reason and others, it was important to keep the teacher training program highly individualized, monitored, and well-evaluated. Methods used to accomodate these variables are discussed later in this document.

The turnover of preschool handicapped children, though not as large as with the non-handicapped children, was still a factor to be reckoned with. In order to supply other preschools or elementary school personnel to which these children would move with important data to help them work effectively with the children, elaborate records were kept and passed on. These are described in the publication entitled, "Project TAKE-OFF, A Final Report".

Although this plan was devised for preschool settings, its designers believe that with minor adaptations it could be effectively replicated throughout the primary grades. As a matter of fact, several handicapped elementary students were served in a Palo Alto Primary Grade Program at one of the Project sites.

The following recommendations are made for the potential users of Project TAKE-OFF mainstreaming plan:

1. It must be made clear from the beginning that the relationship between the special education teachers and the regular classroom teacher is a "peer" relationship. They are working together for the benefit of the child.
2. The pre-operational training described below must be completed for all persons involved before the children are enrolled in the regular classroom.
3. The plan must be well-publicized to all parents and teachers as well as to those involved directly in the effort. The document entitled "TAKE-OFF -- Parent Program" includes plans for disseminating information to parents.
4. Parents of handicapped children who are served by the program must be committed to working closely with the school for the benefit of the handicapped child. A suggested list of responsibilities to be agreed upon at the time of the child's enrollment are included in the Parent Handbook.

5. Training for the classroom teacher after the pre-operational phase must be individualized and based on the needs of the individual teacher. Needs assessment instruments are included in this training manual.
6. Those involved directly in the plan require the cooperation and the support of the entire school faculty and staff.
7. The plan must be thoroughly monitored and evaluated both internally and externally. A complete description of a suggested evaluation system is included in "Project TAKE-OFF, A Final Report".
8. Adequate time allowances must be made for "peer" teacher meetings, parent meetings, and in-service training. Details for time allotments are included in "Project TAKE-OFF, A Final Report".
9. Sufficient data should be gathered on each handicapped child regarding nature and degree of handicap, personality characteristics, academics, social, physical, and emotional status, and compensating behaviors.
10. In addition to the goal of mainstreaming the handicapped child, an equally important goal is to assist the non-handicapped child in developing appropriate attitudes and relationships with fellow handicapped peers. Details for pursuing this goal are included later in this manual.

The preceding were some general recommendations for the potential user of this model. Others are included throughout the three documents mentioned previously.

Cautions

As a result of three years of experience with this mainstreaming effort, a number of problems that occurred which might be prevented or eased if certain precautions are observed. Following are some possible problem areas and suggestions for remedy:

1. Wherever possible, general classroom teachers should be able to volunteer for mainstreaming handicapped children. When teachers are forced to accept handicapped children, they often develop negative attitudes which are difficult to overcome.
2. Before intervention techniques are planned or before curriculum adaptations or revisions are made for any one particular child, that child should be given an opportunity to attempt the specific goal. This attempt may lead to mastery or reveal a valuable compensating behavior used while attempting the skill.
3. General classroom teachers need relevant training for mainstreaming handicapped children. It cannot be assumed that teachers with considerable experience can handle mainstreaming without assistance. Also, no two teachers have the same in-service needs; therefore, in-service training should be highly personalized.
4. Mainstreaming, when done well, does take a great deal of time. Where possible, class size should be reduced slightly in those classrooms where children are being mainstreamed.
5. The mainstreaming plan described here, as with most others, requires planning for short and long ranges. The plan should be well developed before the effort is undertaken.
6. The practice of mainstreaming the handicapped child into the regular classroom is not the "cure all" for all the problems of handicapped children; rather, it enhances the child's possibility for progress. In addition to placing the child in the classroom, appropriate curriculum and instructional revisions must be made, and probably most important, the classroom teacher must have intensive, relevant in-service training in order to work effectively with the child.
7. The general classroom teacher needs ongoing consultation throughout initial stages of mainstreaming; someone who can provide assistance for children struggling in that initial period. For these reasons, one of the functions of the special education teacher is to be on hand to help in the classroom with the handicapped child. However, this need should diminish as the handicapped child adjusts to the regular classroom and as the teacher becomes more skilled in working with the handicapped child. As a new handicapped child enrolls or as a teacher reaches an impasse with a child, the special education teacher's involvement directly with the teacher will increase until the new child is adjusted and the teacher feels comfortable.

II. TRAINING PROGRAM FOR ADMINISTRATORS

One of the key elements of a successful mainstreaming effort is a trained administrator. Part of the hesitation administrators of regular preschools or elementary schools feel in accepting handicapped children is due to a lack of general knowledge about handicapped children, how to administer a mainstreaming effort, and how to work with teachers and parents in new ways required by federal and state mandates. Experiences resulting from Project TAKE-OFF have provided a list of necessary skills, knowledge, and attitudes for administrators which includes those necessary elements of a mainstreaming effort.

A. Orientation

The purpose of this section of the administrators' training program is to give the administrator some necessary background knowledge for successful administration of the effort. Following is a list of principles the administrator will learn as a result of these activities.

Knowledge

In order to administer a mainstreaming effort successfully, the school administrator should have knowledge about:

1. The characteristics of the mainstreaming model being used.
2. General information about the nature of the handicapping conditions within the mainstreaming plan.
3. Resources that are available in the various school districts and the community for specialized needs over and above what the preschool will be able to provide.
4. Techniques for motivating regular classroom teachers to "accept" handicapped children into their classroom.
5. Public relations techniques which will enhance chances for success.
6. Roles and responsibilities of the administrator.
7. Roles and responsibilities of all those involved in the mainstreaming plan.
8. Evaluating the effort formatively and summatively.
9. Administering and facilitating the required teacher and staff training.
10. Federal and state laws that have bearing of the effort.

Skills

In order to successfully implement the mainstreaming plan, the school administrator should be able to:

1. Hire or select personnel appropriate for the mainstreaming task.

2. Interview parents of handicapped children and place children in appropriate places according to the assessment techniques.
3. Facilitate program efforts, particularly in-service training.
4. Educate all of the faculty and staff about the mainstreaming effort and enlist their cooperation and moral support for those directly involved in the project.
5. Make referrals to other agencies and supplemental service providers for those needs of parents and handicapped children which cannot be provided by the school.
6. Work with other schools to prepare the way for children who are leaving the project site for other school situations.
7. Coordinate the work of all project personnel to accomplish stated objectives.
8. Monitor project implementation.
9. "Mediate" differences between special educators and general educators.
10. Work effectively with parents of handicapped children in a partnership required by the plan.
11. Encourage constructive attitudes of all students and staff toward handicapped students.
12. Cooperate with staff to operate the parent program.

Attitudes

Underlying the skills and knowledge which the administrator must possess are a set of attitudes which are basic to the success of a mainstreaming program. In some cases, administrators have these important attitudes but in other cases, attitudes, particularly those that are built on lack of experience or fear of the unknown, can and must be changed. The program has a greater chance for success if the administrator believes that:

1. Most handicapped children can be mainstreamed. Decisions should not be made on the basis of the type of ways such as through learning how to relate to handicapped people effectively.
2. Non-handicapped children benefit from being in the same class with handicapped children in that their level of acceptance of differences and specialized needs of their handicapped classmates is greater.
3. The focus should be on what that child is able to do, rather than stressing areas of weakness and then formulating untested generalizations about those weak areas.

4. In order to work effectively with handicapped children in the regular classroom setting, regular classroom teachers need relevant in-service training.
5. Handicapped children should not be labeled according to handicap. They are individuals with unique needs.
6. Parents have contributions to make in the education of their handicapped child.
7. Both general educators and special educators can and should have an impact on the learning of the handicapped child.
8. Not all classroom teachers are capable of working with handicapped children, but all should be given some opportunity to learn whether or not they can.
9. Other agencies in the community can make important contributions to the education of the young child.
10. Effective curriculum revisions and adaptations necessary for the handicapped child can be made by the general classroom teacher and the special educator working together in the classroom.
11. Early intervention is important for helping the young handicapped child overcome the negative effects of those handicaps involved.
12. The school administrator plays a key role in the success of a mainstreaming effort.

Before the administrator launches the mainstreaming effort, a pre-operational level of mastery is necessary for each of the above skills, knowledge, and attitudes.

B. Roles and Responsibilities of the Administrator

In order to operate an effective mainstreaming effort, the administrator must assume the following important roles and responsibilities:

1. Selecting of personnel for the effort. Special educators must be selected as well as general educators.
2. Presenting and explaining the plan to all involved.
3. Installing of an effective communication system among all who are involved in the effort.
4. Scheduling and facilitating all necessary in-service training.
5. Initiating and supervising the parent program.
6. Conducting an effective public relations effort.
7. Coordinating the mainstreaming effort with total school goals.

8. Assisting teacher and staff with scheduling activities required by the plan.
9. Facilitating in-service activities by providing substitutes or by finding time in the daily schedule for in-service activities and required meetings.
10. Making other referrals for children who cannot be placed in the school.
11. Making referrals for parents who need supplemental services.
12. Providing counseling for parents at the general level and making needed referrals beyond what a school administrator might be expected to do.

C. Public Relations Activities

Many times the most difficult task the school administrator must accomplish is to convince the staff and school community that mainstreaming is not only a mandate but that it is also a sound educational idea. A variety of approaches are used to accomplish this end including the selecting of those most appropriate for the situation. There are some general suggestions that should be remembered and if followed, will ease the way for mainstreaming:

1. As soon as reasonably possible, staff who will be part of the mainstreaming effort should be involved in the planning.
2. Before any attempt is made to begin the mainstreaming plan, all the staff should be oriented so that they will be as aware as possible of what their roles and responsibilities will be.
3. An Advisory Board composed of regular classroom teachers, special education teachers, parents of handicapped and non-handicapped children, specialists, and lay members should be formed early in the effort. This group, if carefully chosen, can expand the resources available to the project. Bylaws or articles of organization which specifically state the rules and responsibilities of such a body should be drawn up. A sample copy is included in this document. (See Appendix A.)
4. Needs assessments should be used frequently to keep in touch with what teachers, staff, and parents feel they need to make the effort a success. Sample copies of needs assessment instruments are included with this document. (See Appendix B.)
5. In addition to needs assessment data, the administrator must make use of formative evaluation data to make necessary adjustments to ensure program success. (See evaluation in final report.)

6. The administrator must be objective about the effort. There are no hard and fast rules about mainstreaming which cannot be adapted to fit a particular school situation.
7. Negative teacher attitudes can be changed through good motivational techniques and sound program procedures.
8. At the appropriate times, the project efforts should be effectively publicized, giving credit to those who have made it successful. This kind of publicity reinforces and motivates teachers in addition to providing positive information about mainstreaming.
9. If at all possible, a "pilot" mainstreaming effort should be launched before total school involvement.
10. Commitments should be expected from parents whose children are enrolled in the program because of the uniqueness of the program. The Project TAKE-OFF Parent Handbook supplies information about parent commitments.

D. Selecting Personnel For The Program

The model proposed in this document requires personnel with special characteristics. If the school administrator has an opportunity to hire or select personnel, the following points should be kept in mind for the required positions.

The Special Educator

There are some unique characteristics of the special educator's role that require specialized traits and talents. It should be remembered that the special educator will be working in a staff type or peer relationship where the main task is to train general classroom teachers in specialized techniques. The greatest value of such a relationship is that the classroom teacher is less threatened by a peer and will perform more naturally. On the other hand, the peer relationship can make the special educator's role more difficult. Later in this manual, the training program for special educators describes the special skills, knowledge, and attitudes that the special education teacher needs for that job. However, some of the attributes the administrator should look for in the person hired or selected are:

1. The special educator should have a general special education orientation since the handicapping conditions being served cover a broad area.
2. The special educator should be outgoing and willing to initiate activity.
3. The special educator should be diplomatic and patient.

4. The special educator should be able to model teaching behaviors for other adults.
5. The special educator should demonstrate acceptance and desire to learn from the regular classroom teacher.
6. The special educator should have a commitment to the mainstreaming concept for most children. Preconceived notions about childrens' handicapping conditions should not influence the special educators expectations for the success of the handicapped children.
7. The special education teacher should reflect a respect for the general classroom teacher and that teacher's efforts.
8. The special educator should be flexible enough to accommodate unique schedule requirements, time requirements, and working arrangements.
9. The special educator should be able to make and suggest needed curriculum revisions and adaptations for handicapped children as they are needed in all preschool and elementary school curriculum areas.
10. The special educator must exhibit an understanding of the diminishing role involved, in that, as soon as the classroom teacher is ready to function effectively alone with mainstreamed children in the class, the special educator should ease that assistance away.
11. The special educator should demonstrate enough confidence to establish credibility with the regular classroom teachers and all staff.

If the administrator has an opportunity to select those regular classroom teachers who will be mainstreaming handicapped children, the following characteristics should be sought:

1. Teachers with an open mind about the effort. It would be preferable to ask for volunteers.
2. Teachers who perform reasonably well in their general classroom operations. The special educator trainer should not have to train teachers in the basic rudimentary skills all classroom teachers should have.
3. Teachers who have reasonably good classroom management skills.
4. Teachers who are willing to work with flexible schedules and unique operating procedures.
5. Teachers who can work well with other adults.
6. Teachers who can learn to work well with parents in some unique role.
7. Teachers who tend to be resourceful and innovative.
8. Teachers who can model effective teaching behaviors for the special educator when it becomes necessary to do so.
9. Teachers who can write and speak reasonably well.
10. Teachers who have commitment to individualizing instruction.

E. Selecting Handicapped Children For Participation

The natural tendency for administrators who enroll handicapped children is to make some generalizations and to accept only those who appear to have an opportunity for success, but the administrator must struggle against this unfair tactic. If the administrator is really committed to serving handicapped children in their "least restrictive environment", the child's performance is actually the best evidence of what that might be. Therefore, when the administrator is unsure or has a borderline case, the child should be accepted for an "assessment" period to determine whether that child can actually function in the regular school setting. Each case should be decided on its own merits. It was noted that one of the noticeable outcomes of Project TAKE-OFF activities was a change in attitude of preschool directors about enrolling handicapped children. Through experience and confidence gained through the Project, preschool directors enrolled several other handicapped non-Project children without hesitation.

In those cases where the administrator has some valid reason for not accepting the child, proper referrals should be made so that parents can look elsewhere. Some points to remember about enrolling children are:

1. When the administrator selects a child for enrollment, collection of important relative data on the child should occur immediately through a parent interview. Suggested formats are included in Appendix C in this document.
2. The next step is to get an assessment of the child's current functioning level. Some data should be available through the professional diagnosis which should be done on each child before enrollment. The purpose of this data is to make as accurate a classroom placement as possible so that the child is placed with other children at a similar functioning level.
3. Using the data gathered about the child's functioning ability, the administrator next examines all possible levels or grades into which that child could be placed. It is usually better to place the child down a level to alleviate initial placement stress. However, after the child has adjusted, consideration should be given to moving the child up as rapidly as possible so that the classroom is challenging and the learning process ongoing. It is rare that even a handicapped child will "fit" perfectly in any level, but then, neither do non-handicapped children. It is for this reason that teachers must be willing to individualize not just for the handicapped child, but for all children.

F. Implementing The Plan

As a plan for the mainstreaming effort is drawn or adapted from the model presented here, time lines should also be indicated. Following is a suggested plan for implementation which includes some suggested time lines. Of course, these time lines can be adapted to meet special circumstances and needs. The plan is divided into three year segments. The first year is the planning phase. A year for planning is optional, but if that is not possible, six months would be desirable.

The second phase is the implementation year during which all of the "problem areas" can be identified and attempts made to remedy.

The third year is the "refinement" year during which techniques and working operations can be refined and altered when necessary. At the end of the third year, or during the fourth year, the plan should be operating smoothly with minor adjustments as needed.

The Plan

PLANNING

Phase I (Six months to one year)

- Develop the plan with wide, representative involvement
- Orient to all staff in addition to those affected by the plan
- Select personnel
- Provide in-service training for administrator
- Provide in-service, pre-operational training for special education teachers
- Select needed materials
- Collect input from other sites, teachers, parents, and all other appropriate persons
- Input from other sites, teachers, parents, and all other appropriate persons
- Select Advisory Board
- Establish rules and responsibilities for all involved
- Develop necessary instruments for evaluation system
- Adopt evaluation and monitoring plan and data collection system
- Announce to public
- Recruit children

IMPLEMENTATION

Phase II (Second year)

- Assign children to classrooms
- Assign special educators to regular classrooms
- Implement "on-the-job" in-service plan
- Conduct needs assessments for teachers
- Institute the parent program
- Conduct needs assessments for parents
- Contact other agencies for necessary services
- Supervise preparation of individual education plans
- Supervise needed curriculum change process
- Document the child's progress
- Provide specialized help when necessary (i.e., speech therapist, etc.)
- Analyze formative evaluation data on all program parts and make needed changes
- Supervise staff relationships

- Prepare communiques about progress, etc.
- Arrange for necessary consultant help
- Notify other schools before children leave to let them know that the handicapped child is coming and provide special information about that child's special needs
- Participate with staff in "exit" interviews with parents of children who are leaving
- Conduct follow-up surveys for children who have left to determine whether program should be altered
- Review evaluation data with staff to make necessary program changes for this year
- Supervise class or level changes for children where they are ready to leave and make necessary arrangements for in-service training for new staff who have not been previously involved
- Conduct end of year evaluation by parents and teachers

REFINEMENT (Third year)

- Repeat process for new children who have been enrolled
- Arrange for in-service training for newly involved personnel
- Refresh and orient the entire school staff
- Continue "news" releases
- Conduct needs assessments for teachers
- Conduct needs assessments for parents
- Document the program as fully as possible so that it can be described easily and adjusted when necessary
- Refine curriculum adaptations and revisions
- Evaluate stated goals

G. Facilitating The Effort

As stated previously, the ultimate responsibility for a mainstreaming effort rests with the administrator. However, teachers, parents, and other staff can make the plan work more effectively. Initially, the administrator's role is one of designing or selecting a plan and for motivating staff to accept the idea. As the program becomes more operational, the administrator's primary task is to facilitate the effort. In this role, all aspects of the mainstreaming effort must be monitored. One of the best sources is the evaluation of the data that is being collected. Through analysis of this data, the administrator will be able to determine how the plan is progressing. However, a close watch should continue, enabling the administrator to pick up discord before it gets out of hand.

As far as possible, the administrators should allow the staff, with the assistance of the Advisory Board, to "operate" the effort. The administrator should simply facilitate that effort by making necessary arrangements, scheduling, or other arranging for requirements expressed by the staff. Because there is a limited amount of time available, the administrator must be concerned about the entire school and the mainstreaming plan is just one part. As the routines become "institutionalized" and refined, the administrative time requirements should diminish. As the staff becomes more competent, the administrator should handle fewer details. This must be done skillfully so that the staff does not interpret these actions as a loss of interest. Teachers like all other human beings need positive reinforcement and notice of the work they are doing as often as possible, something the administrator must not forget.

H. Coordinating With Other Agencies

The Project described here required close contact and coordination with other agencies who were also involved with some of the "mainstreamed" handicapped children. It is expected that an adapted version of this mainstreaming plan would also have these special requirements. For example, a blind child spent three days each week in the regular classroom and two days each week attending a preschool for the blind so that pre-braille, mobility, and self-help skills could be learned. The preschool administrator arranged the schedule, arranging for transportation had that been necessary, and initiated a meeting with the blind preschool personnel so that each would know what the other was doing. Although there were and continue to be some differences in orientation, adjustments were made on both sides, greatly benefiting the vision impaired child. The foregoing description is simply an example of the close cooperation which is often necessary so that all agencies working with the child are working together as a team rather than "fighting over the child" and using diametrically opposed techniques. The administrator must often "shop around" for service agencies which can provide benefits for the child. These services should be documented and made available to all who might benefit. With care, specialized service personnel and general educators can come to agreements about ways of working effectively with handicapped children. Included in the Appendix D is a list of those types of agencies gathered by Project TAKE-OFF staff. The list may be helpful to potential users through the types and categories of agencies which might be contacted for help.

I. Working With Parents

Due to requirements such as those imposed by Public Law (94-142) and the belief by prominent educators that parents must be involved directly in the educative process, most mainstreaming Project encourage active parent involvement. In addition, parents of handicapped children often need and want closer involvement with the school. The requirement that parents "sign-off" on the child's individual education plan provides one vehicle for causing such a relationship far out weigh any negative factors. This topic is covered more fully in the Project TAKE-OFF Parent Handbook, but it is important to mention it briefly in the context of the Administrator's Training Manual.

Preschool directors for the most part are more accustomed to associating closely with parents every day, but elementary school administrators might find the relationship a little uncomfortable until they get accustomed to it. Parents often need opportunities to talk with teachers and administrators, often in a semi-counseling situation which offers the parents a specially needed service. However, there is a danger of an over-dependence by parents or parents may present problems which should be handled by professional counselors. Administrators must make judgements about what kind of help they can reasonably offer parents in terms of their total time commitments, or their expertise in handling problems presented. It is desirable to have supplementary counseling services available for parents or to have some agencies listed to whom they can be referred.

J. Placement Activities

One of the major tasks the administrator must perform in an effective mainstreaming situation is to plan for the time the handicapped child will be leaving the school and to ease the transition to a new school situation. When it is known where the child will be going, the administrator should contact personnel in the new setting to let them know when the child will be coming far enough in advance so that the new school personnel will have an opportunity to visit the child in the present setting. Records should be shared so that the new school personnel will know at what level and how the child is functioning. Parents should be oriented to the new setting before the child leaves so that they will know what to expect. In the event that the child goes to a distant place, written communication should include as much help as possible. Of course, there is no guarantee that the school personnel will use the information, but they should be encouraged to do so.

As the child leaves, an exit interview should be conducted with parents and staff who have worked with the child. This interview should include report on child's progress, final parent evaluation of the effort, and other relevant data. At that time, some agreement should be made with the parents that they will supply needed follow-up information on the child's progress in the new settings. Appendix E includes samples of exit interviews and follow-up questionnaires which may be used. Follow-up data so obtained should be used to determine whether there should be adjustments in the program which would prepare the child more effectively.

K. Evaluation

The administrator plays a vital role in the evaluation of the program. There are a number of facets which must be evaluated. They are:

1. The progress of handicapped children.
2. The attitudes of non-handicapped children toward their handicapped peers.

3. Special Educator competence in training teachers.
4. Teacher competence in mainstreaming skills.
5. Effectiveness of curriculum adaptations and revisions.
6. The success of the Parent Program.

The administrator must set the evaluation system in motion as the plan is developed. While the teachers and staff collect data, the administrator must assist in interpretation and analysis. Formative evaluation techniques must be used to collect data to improve on the ongoing program and summative data should be collected to show the overall or total effects of the effort:

To be valid, both internal and external evaluation techniques must be used. Again, it is the administrator who has the final responsibility to pull the data together and report results.

The following pages contain a set of diagrams, describing the variety of evaluations used for Project TAKE-OFF, also indicating when the evaluations were done, how they were done, who did them, and the expected outcomes. These plans can be adapted to the unique circumstances of a preschool or elementary school setting. These techniques and measures employed are simple procedures which can be used without a great deal of technical knowledge about evaluations.

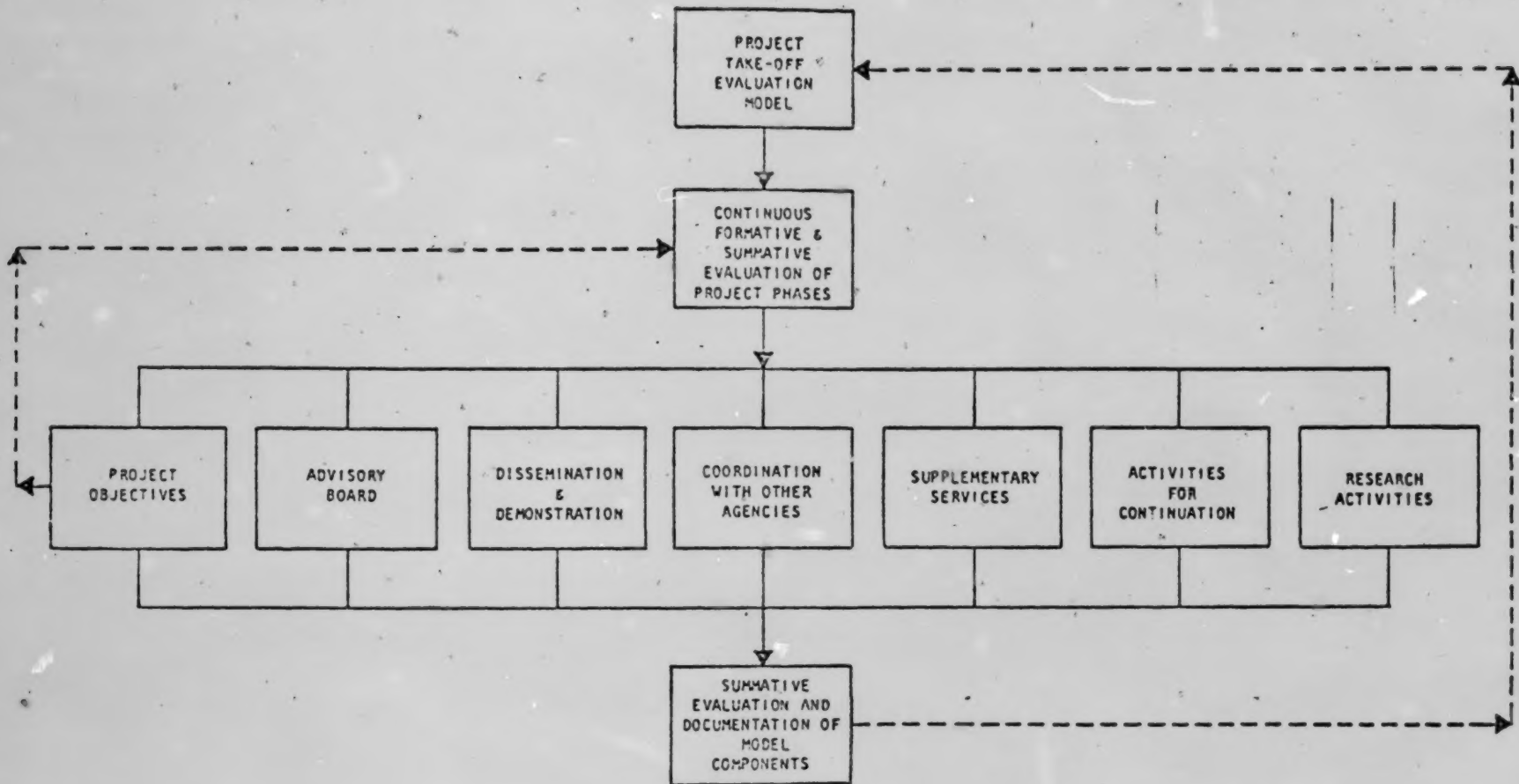


Figure 1
PROJECT EVALUATION AND DOCUMENTATION MODEL

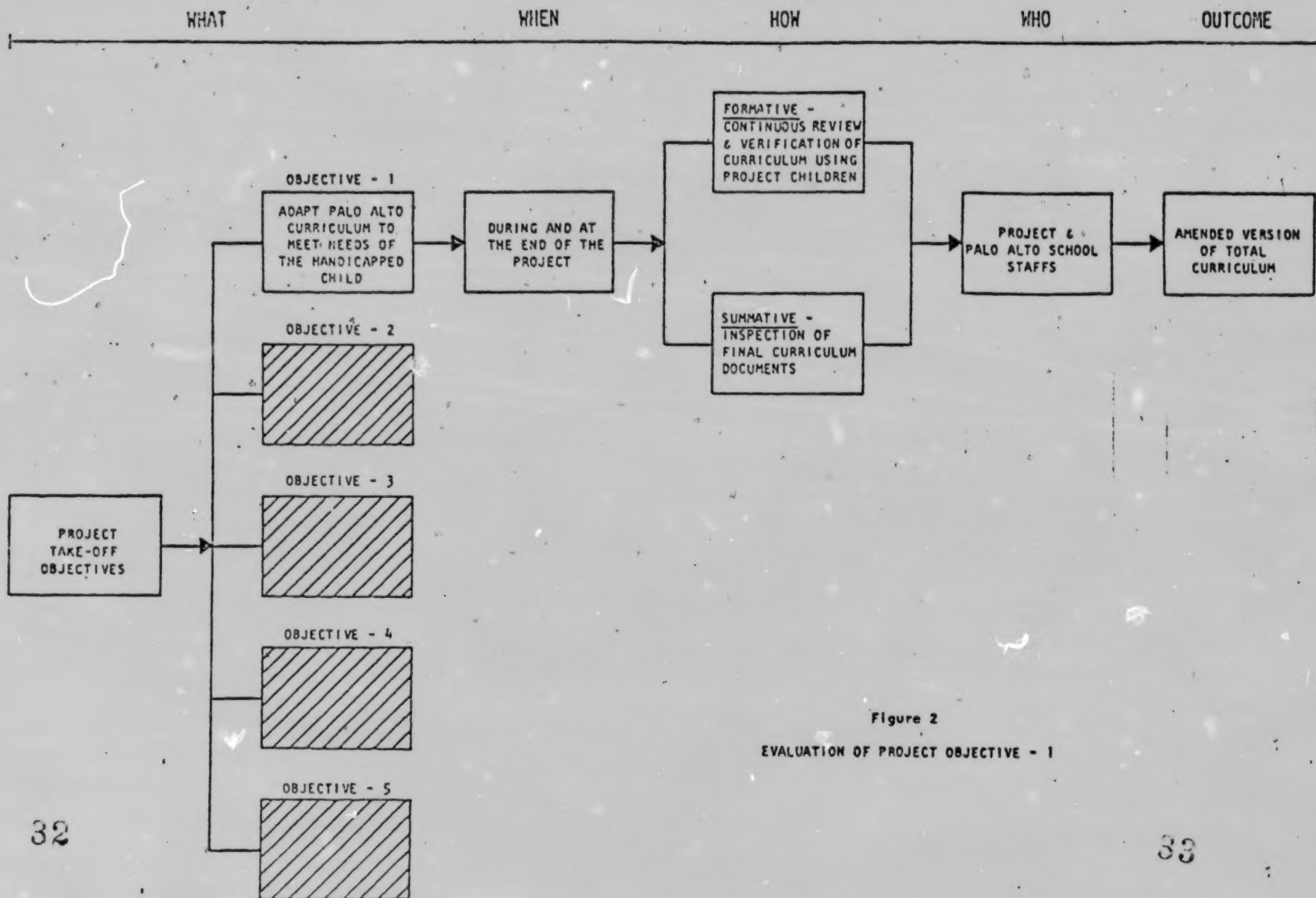


Figure 2
EVALUATION OF PROJECT OBJECTIVE - 1

WHAT

WHEN

HOW

WHO

OUTCOME

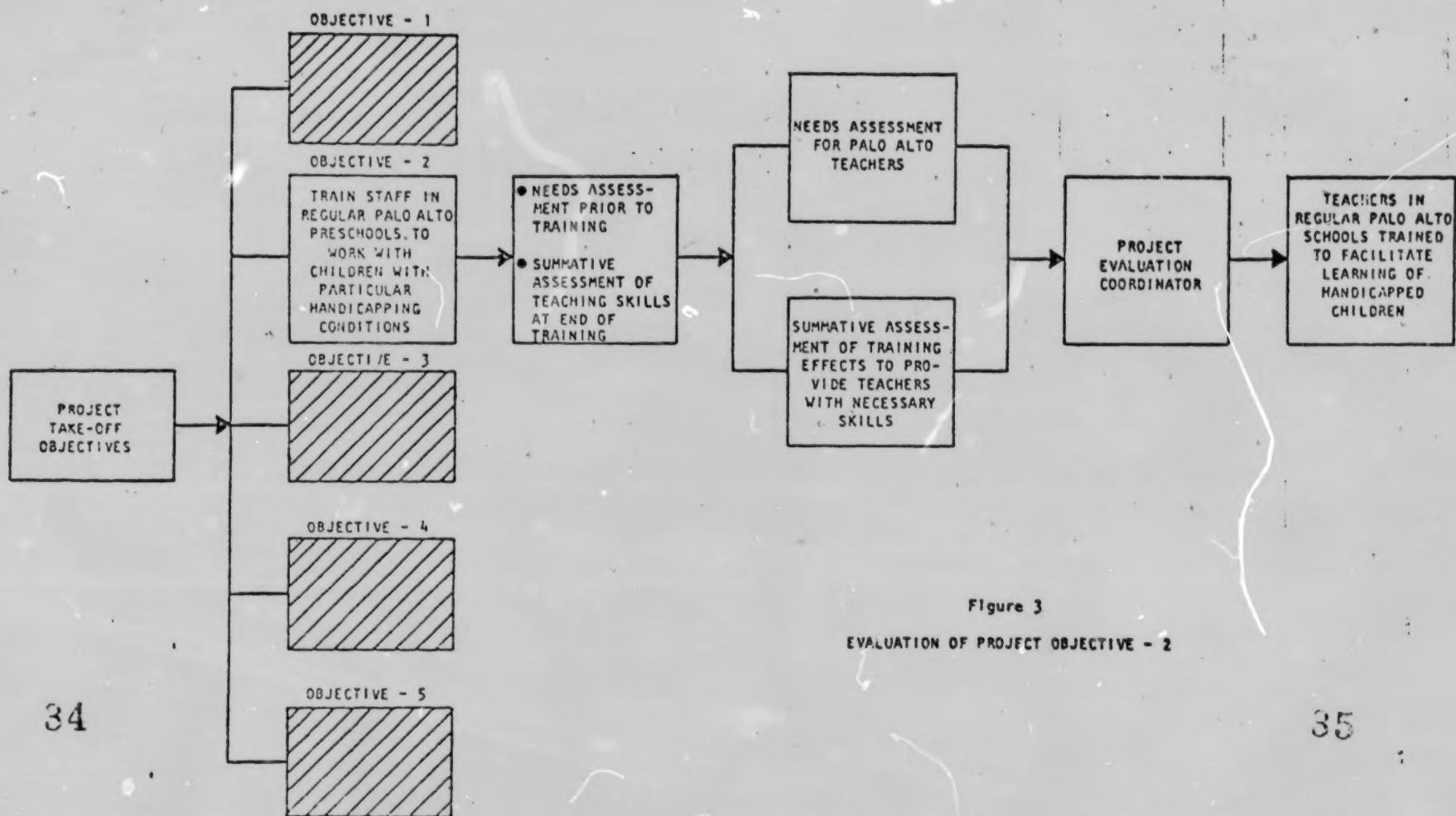
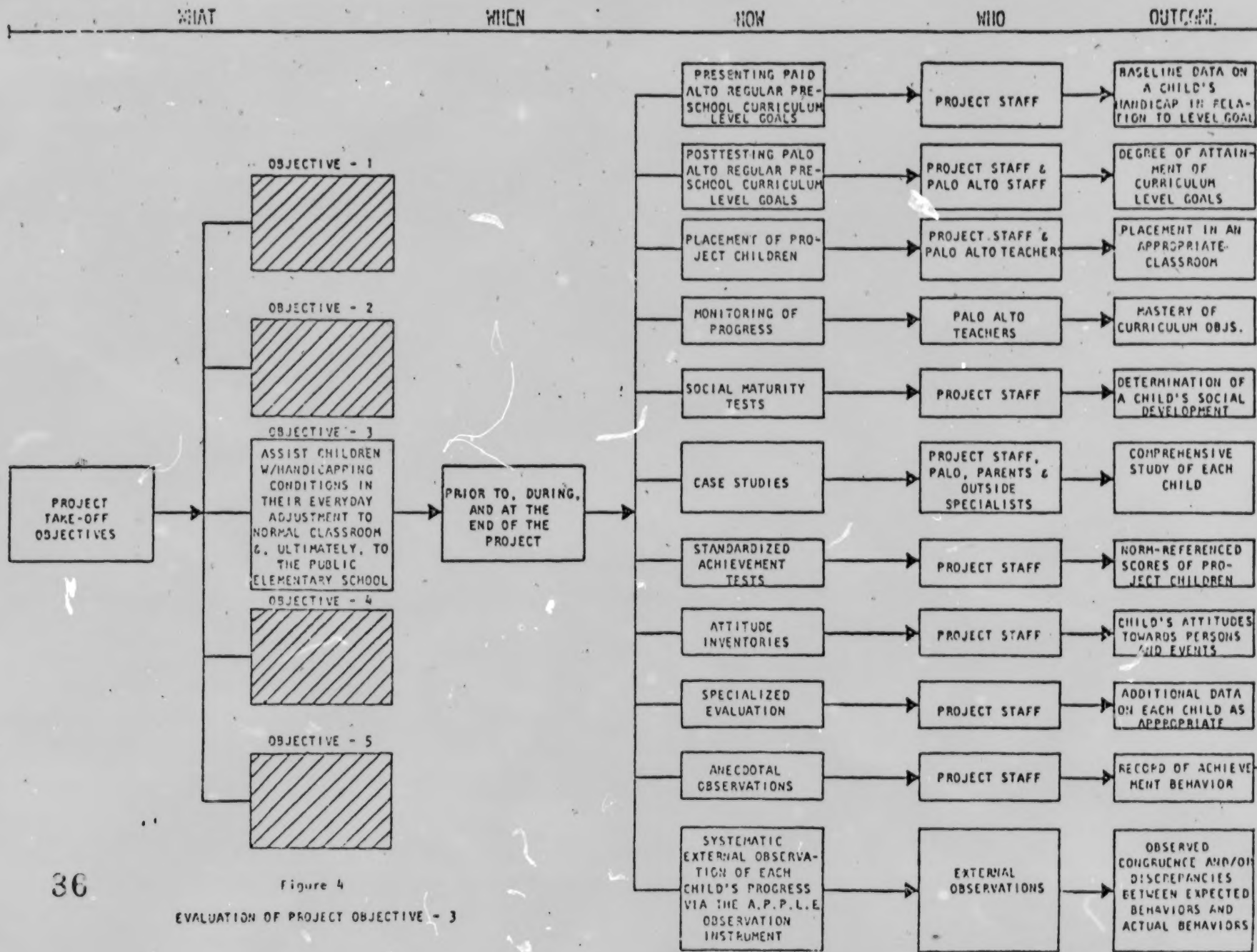


Figure 3

EVALUATION OF PROJECT OBJECTIVE - 2



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Figure 4

EVALUATION OF PROJECT OBJECTIVE - 3

WHAT

WHEN

HOW

WHO

OUTCOME

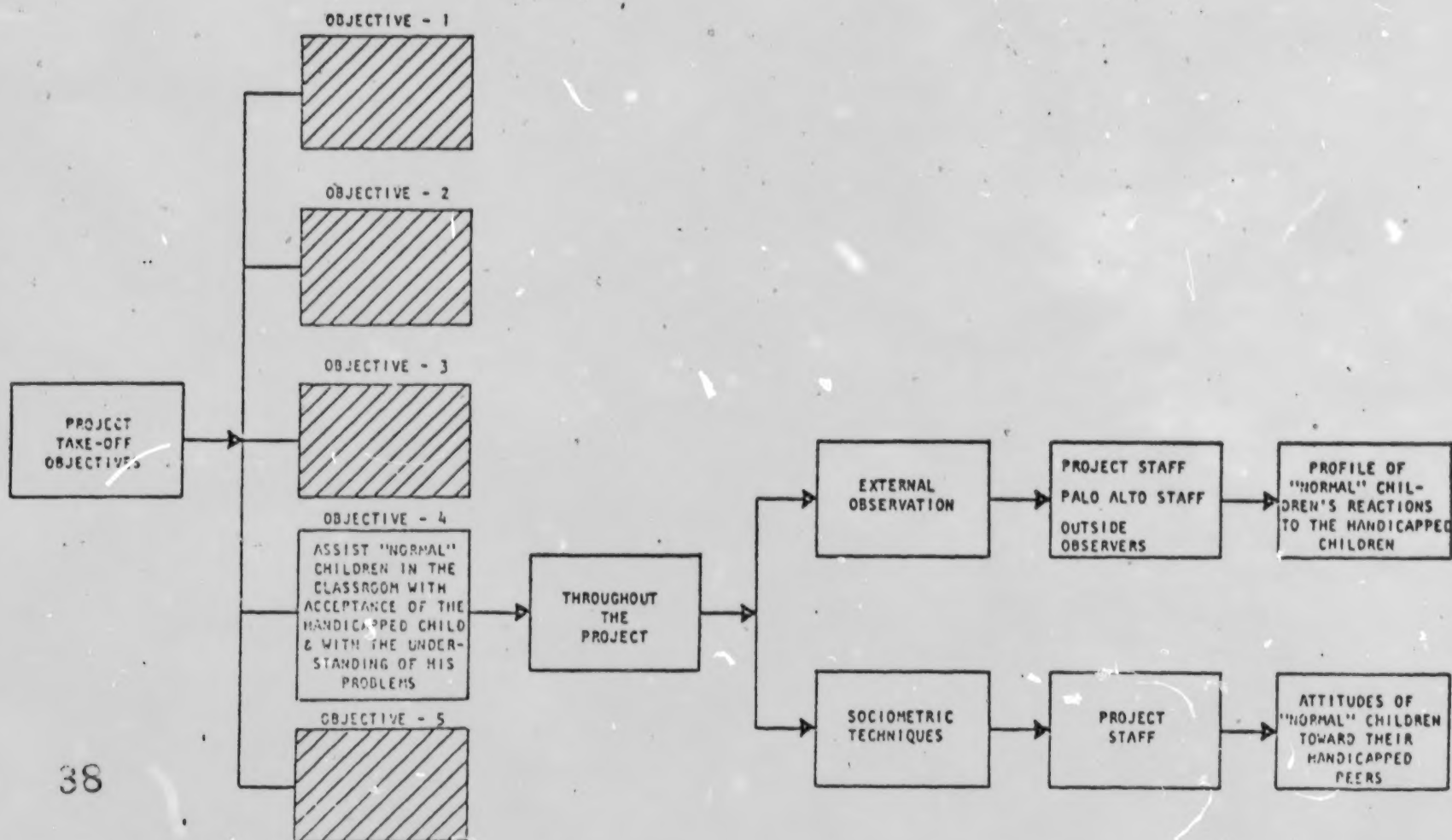


Figure 5.

EVALUATION OF PROJECT OBJECTIVE - 4

WHAT

WHEN

HOW

WHO

OUTCOME

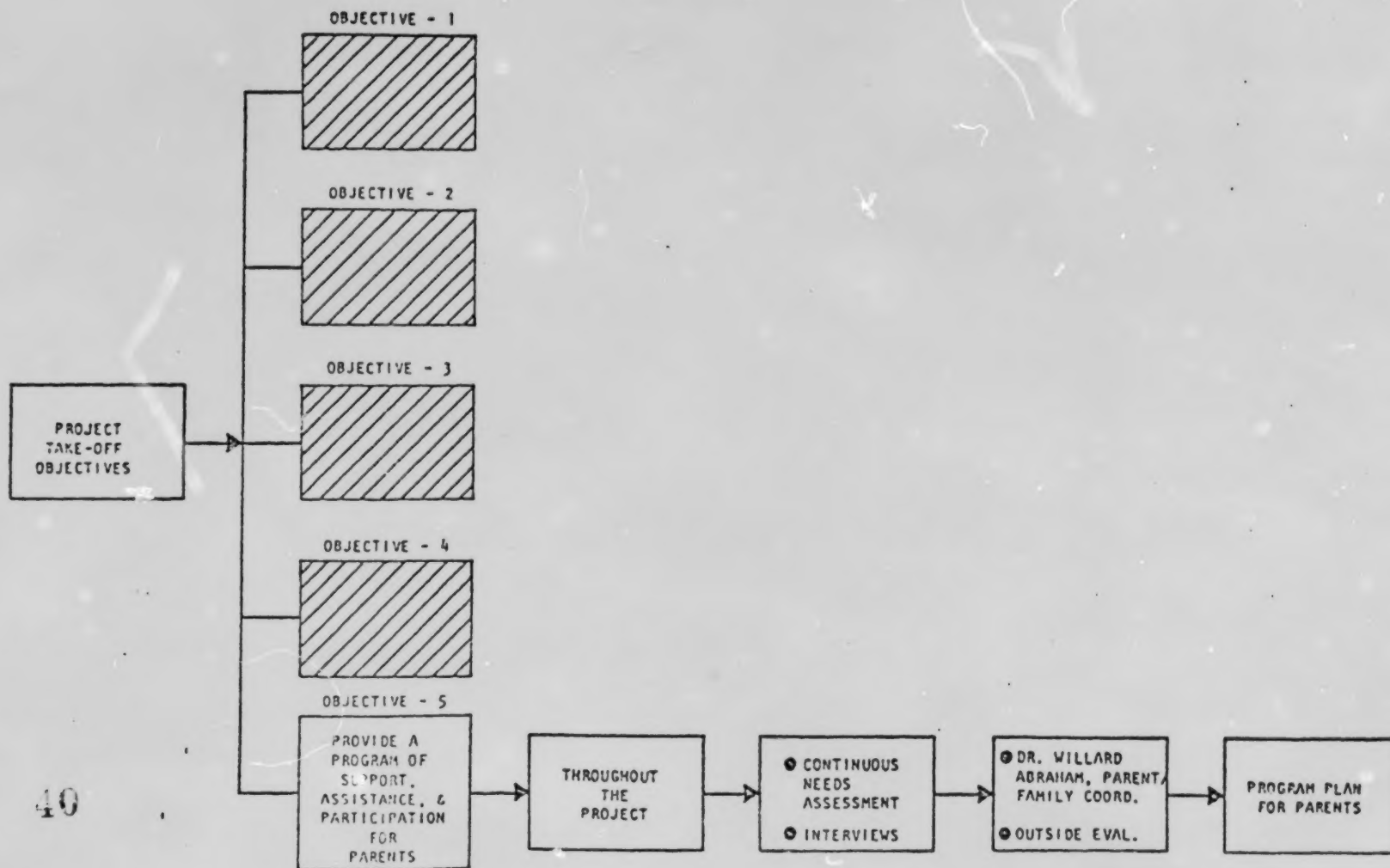


Figure 6

EVALUATION OF PROJECT OBJECTIVE - 5

III. TRAINING FOR SPECIAL EDUCATION TRAINERS

A. Background and Rationale

A major feature of the training plan contained in this document is that special educators are trained to work in the classroom with general classroom teachers so that these classroom teachers are able to develop those skills necessary to mainstream handicapped preschool children successfully. It is believed by the designers of this plan that both of these teachers should benefit through the effort. The general classroom teacher will learn those special skills needed for working with handicapped children and the special educator will learn about regular classroom practices and how non-handicapped children perform.

Through this approach, human resources already present in most schools can be utilized best and chances of great differences in philosophy and approach of general educators and special educators are lessened.

It is a well established fact that teachers learn a great deal from each other if neither is in a threatening position, therefore, the "peer" relationship required by this plan enhances the possibility that teachers will work in a team approach best assisting each other.

The plan also calls for the special education trainer to work in the classroom with the regular teachers on those specific instructional problems which the teacher faces in working with handicapped children perhaps for the first time. Through this approach, the in-service training becomes very relevant and personalized.

B. Roles and Responsibilities

In order to identify roles and responsibilities of the special education trainer, it is necessary to first identify some of the skills the special education trainer must help regular classroom teachers acquire.

A great deal of the teacher training for Project TAKE-OFF was accomplished by the Special Educator working individually and directly with classroom teachers. The suggested plan requires that the Special Educator have expertise in special education techniques, which are appropriate for the use by the regular classroom teacher who will be working with preschool handicapped children in a regular classroom. The expected outcome of this activity is that ultimately the regular classroom teacher will have the required skills for successfully mainstreaming handicapped preschool children into the regular classroom setting.

Basic assumptions are made that the regular classroom teacher has sufficient expertise in dealing with non-handicapped preschool children in the regular classroom setting. However, due to the fact that regular preschool classroom teachers are at various stages of development and have not acquired all the necessary basic classroom teaching skills, a provision is made in this plan to cover the possibility that some teachers will require additional in-service training in the basic classroom techniques. This provision is explained later in the plan.

The model described here deals with those skills the Special Educator must help the regular classroom teacher acquire over and above those already possessed and are as follows:

1. Dealing with the special needs of the handicapped child as an individual.
2. Dealing with the parents of the handicapped child.
3. Preparing and implementing the individual education plans for each handicapped child.
4. Incorporating the individual education plans for each handicapped child into the plans for the entire class.
5. Monitoring and evaluating the progress of each handicapped child.
6. Assisting non-handicapped children with successful acceptance of the handicapped child.
7. Dealing with the effective behavior management techniques for the handicapped child.
8. Using the amended Palo Alto Preschool curriculum (or other regular preschool curriculum) for handicapped preschoolers.
9. Making appropriate referrals for services handicapped preschool children need to the Preschool Director.
10. Exhibiting behaviors which reflect acceptance of the handicapped child as an integral part of that teachers responsibilities.
11. Exhibiting behaviors indicating acceptance of the "Mainstreaming" concept.
12. Using specialized techniques prescribed by consultants with individual children.

This is not intended to be an exhausted list, rather it is the broad beginning for the expertise a classroom teacher should have in working with handicapped children in a regular classroom setting. It is also important to remember that not all teachers have the same level of expertise. This model employs an individualized approach for that reason.

Roles

Sample A illustrates the overall pattern for the manner in which the Special Educator will work with the regular classroom teachers. Listed are the roles the "specialized teacher" must play in working with regular classroom teachers. A brief explanation of each role follows:

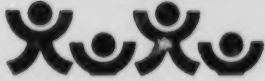
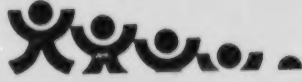
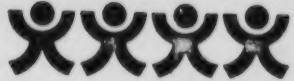
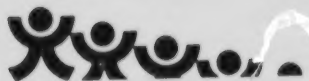
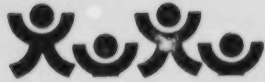
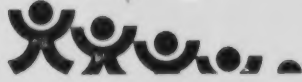
1. The Special Educator must first establish credibility with the classroom teacher. This is a very personal skill which requires judgement and tact by the Special Educator who must know how to establish rapport and trust with the classroom teacher. It also requires that the Special Educator will be willing to work in the classroom with the teachers and children. This, of course, means that the Special Educator must have expertise in handling regular preschool classrooms. Needless to say, the Special Educator must maintain a rapport and credibility with classroom teachers as long as the working arrangement continues.
2. The Special Educator must orient the teacher to the goals of mainstreaming and provide assistance for accomplishing the purposes. The Special Educator will follow up with an orientation to the children to be served, to the tools for working with them, and to the classroom teachers responsibilities. Special Educators will be assisted in this function by the administrator, consultants, and other appropriate preschool or elementary personnel. It will be important for Special Educators to review all important facets frequently with the classroom teacher.
3. The Special Educator must observe what is happening in the classroom, how the teacher functions with the children and the parents, how the newly mainstreamed children are functioning, and how the non-handicapped children respond to the handicapped children. This requires diagnostic observation techniques, so that the Special Educator can either supply the needed in-service help or refer the need to appropriate persons.
4. The Special Educator must instruct classroom teachers in mainstreaming techniques, with preparing individualized education plans for each handicapped child, for incorporating all the IEP's into the regular classroom curriculum, for working with the parents of the handicapped child, and all other instructional type skills relating to the mainstreaming concept. This instruction can take many forms including "on the spot" instruction, individual meetings with teachers, and group in-service sessions. If the Special Educator is required to instruct in an area that is unfamiliar, the Administrator should call on Consultants for outside help to assist the Special Educator in those tasks.

5. The Special Educator plays a central role in motivating the classroom teacher in the mainstreaming effort. Again, this requires very individual personal effort. Encouragement occurs most readily when the classroom teacher's improvement is noted, information given and assistance provided. Most important, the Special Educator must show belief in the program goals by enthusiastically demonstrating them in all day to day work.
6. The Special Educator must tutor handicapped children when necessary to reinforce what the child has learned in the classroom by breaking down instruction in small parts or assisting the child in becoming familiar or comfortable in the regular classroom. The Special Educator must keep in mind that as far as possible the child should be kept in his classroom with other children, and equally important, that the Special Educator must find time to explain to the classroom teacher what specialized services the handicapped child is receiving and that child's progress. The Special Educator should continually encourage the classroom teacher to gradually accept full responsibility for the handicapped children. The amount of time the Special Educator does spend in tutoring is based primarily upon the needs of the individual handicapped child. It is essential, however, for the Special Educator to do less tutoring as the child is successfully mainstreamed. If there is no indication that the child needs less tutoring, some determination must be made about the child's ability to be mainstreamed in the regular classroom for the greater part of the day. Of course, some children will continue to need more specialized help which is provided by specialists outside the preschool setting, for example, speech therapy, etc.
7. The Special Educator must demonstrate appropriate techniques and skills which either the classroom teacher has requested or those which the Special Educator believes the classroom teacher needs to accomplish. Certainly this role requires tact, skill, and understanding of the individual teacher's personality. Teachers learn a great deal more from demonstration than from most other modes of in-service training. Demonstrations by Special Educators are also important ways to establish and maintain credibility. Demonstrations should be followed with an explanation of what was done by the Special Educator. The classroom teacher should also be given an opportunity to attempt the particular skill while being observed by the Special Educator. One important point to remember is that the Special Educator may not necessarily have all the answers. Many times, the two teachers can work out a solution together. This, of course, is a very valuable approach. Another point to be made is that the Special Educator will be constantly modeling behavior at all times. Therefore, care should be taken to be sure that appropriate behaviors are being exhibited.

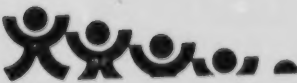
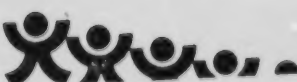
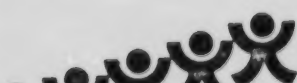
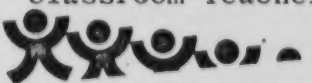
8. The Special Educator should spend sufficient time with the classroom teacher in developing individual education plans for each handicapped child and for incorporating the implementation of these IEP's into the total classroom plan. Teachers will require varying degrees of assistance in planning. Most teachers will need some help, initially, until they are able to do it for themselves. Planning is an essential part of any classroom program, but more particularly so for the mainstreaming model employed here. Since parents play an active part in IEP's, the classroom teacher will profit from working with parents of the handicapped child in this aspect of the program. If at all possible, the classroom teacher should sit in on the first meeting with the Special Educator and parents to discuss the handicapped child's IEP. Project TAKE-OFF has developed a system for this aspect of the program which will be included in the Project TAKE-OFF final report.
9. The Special Educator must be able to evaluate the child's performance on all goals, a key skill to the success of the mainstreaming endeavor. The system for evaluating and monitoring the child's progress is discussed in Objective 2 in Project TAKE-OFF's Final Report. The self-evaluation process designed for the regular classroom teacher is described also in this teacher training document. The Special Educator is required to verify the fact that the teachers have accomplished the skills, knowledge, and attitudes listed in the program and to "sign off" when it is believed that a teacher has actually accomplished those listed items. In the case of a discrepancy between what the teacher has "signed off" and what the Special Educator believes, it is incumbent upon the Special Educator to pursue the difference with each classroom teacher with tact and diplomacy, rather than confrontation. This is a very personal skill which must be applied differently and carefully in the case of each teacher.
10. The Special Educator is frequently required to prescribe techniques for use with handicapped children who are having difficulties with regular classroom instruction. Such adaptations and revisions will ultimately be included in the final report. In addition to prescribing techniques for children, the Special Educator will also be required to diagnose and prescribe in-service training content for individuals and groups of teachers. This will be based on observation of the degree of effectiveness the classroom teacher has in dealing with handicapped children. In most instances, the Special Educator will provide the in-service assistance. If the classroom teacher needs more intensive help, or if there are questions or assistance the Special Educator cannot supply, this matter is referred to the Administrator who will in turn call on appropriate Consultants. Needs assessment instruments for use by the Special Educators are included in Appendix B.

11. The Special Educator is required frequently to assist the the classroom teacher in activities during occasional hectic periods. This is part of establishing a maintaining a relationship with teachers. However, Special Educators need to exercise care, so that the classroom teacher does not come to depend too heavily on that assistance because it is not the intent of the program. Again, the Special Educator must be skillful in side-stepping the overly dependent teacher while maintaining the relationship. In order of priority, the Special Educator will first assist the classroom teacher of the handicapped child, the with other non-handicapped children. As far as possible, the Special Educator should work with the children in the classroom so that the teacher can observe the techniques in use and so that the child can be kept in the classroom.
12. From time to time, the Special Educator will be required to relieve the classroom teacher for a variety of reasons. The key to determining when that should be done is through observation of the child. If a class is engaged in some activity in which that child cannot participate or is uncomfortable in doing so, the Special Educator might, on occasion, relieve the classroom teacher. As often as possible, the Special Educator should attempt to keep the child in the classroom with the classroom teacher while helping that particular child over this difficult period. Other times, the classroom teacher may be relieved in order to attend a short in-service function or meet with parents but these instances should be kept to a minimum. It is important that the regular staff realize that a Special Educator is there for a particular reason and for a limited amount of time. All children are the ultimate responsibility of the regular staff. The Special Educator is there only to assist for a period of time with the handicapped children.
13. The key to the success of this plan is the necessity for relinquishing the Special Educator's involvement in the regular classroom. This effort requires the skill of a master orchestra leader in a sense. Initially, the Special Educator spends time with the classroom teacher to build rapport and provide on-the-job training. Success depends heavily on the Special Educator's willingness to "let go" and the classroom teacher's willingness to assume the responsibility for mainstreaming. As previously stated, part of the solution involves not letting the classroom teacher become too dependent to begin with. It is expected that with the help of the Palo Alto Preschool curriculum, or other preschool curriculum, and the in-service program, the classroom teacher will eventually have the specialized skills needed to mainstream handicapped children into the regular classroom. It might be expected that each teacher's degree of independence will be different and will require differing levels of help and of time requirements. The Special Educator's initial approaches should require the classroom teacher to practice what has been learned and if handled in this manner it will make the final break easier. However, by and large, the time requirement will vary. Actual experience has been documented and is included in Project TAKE-Off's final report.

ROLES

<u>ROLE</u>		<u>FREQUENCY</u>
TO: Establish Credibility		Continuous and Changing
TO: Orient		Great at first. Review from time to time.
TO: Observe		Ongoing
TO: Instruct		Diminishes
TO: Motivate		Continuous and Changing
TO: Interpret		Diminishes
TO: Tutor the Child		Diminishes

ROLES

<u>ROLE</u>		<u>FREQUENCY</u>
TO: Demonstrate		Diminishes
TO: Plan		Diminishes, but does not end
TO: Diagnose		Continuous
TO: Prescribe		Diminishes
TO: Assist		Diminishes
TO: Relieve		Diminishes
TO: Relinquish Role	 Classroom Teacher  Special Educator	Project Teacher's role should be relinquished to allow the classroom teacher to grow.

Procedures For Referring In-Service

Non-Mainstreaming Needs

In the event that the Special Educator finds that the classroom teacher lacks necessary skills to conduct the regular preschool classroom, the following procedures are recommended:

1. If the deficiency is simple enough to be corrected easily, the Special Educator might provide the required simple assistance and or instruction.
2. If the deficiency requires more long-term intensive attention, the Special Educator should bring the matter to the attention of the Administrator. Encourage the classroom teacher to seek help from the Administrator.
3. If the deficiency is clearly in the realm of general classroom teaching skills or in the use of the general preschool curriculum, the Special Educator should refer the matter to the Administrator, who should in turn make provisions for regular in-service training.

All teachers have strengths and weaknesses. The relationship between the Special Educator and the classroom teacher is a peer relationship. It just happens that the Special Educator has some specialized skills in working with handicapped children that are shared with the classroom teacher. On the other hand, the classroom teacher no doubt has some skills which Special Educators must learn. If the attitude of both is that of cooperation, openness, and sharing information, both will benefit greatly and the effort will be successful.

C. Communication

Due to the possibility of a delicate relationship between special education trainers and regular classroom teachers, it is extremely important that communication lines be clearly established among the teachers, parents, administrators, and all school staff. It is an unusual relationship which must be developed and nurtured by all parties. However, since the special education trainer is the "intruder" in the regular teacher's classroom, that trainer must work hardest to keep communication lines open. Teacher training needs that are observed as time goes on. If the pair should reach an impasse or if they are unwilling or unable to work together, they should seek the help of the administrator in negotiating differences. One important ingredient to effective communication is mutual respect. The pair must truly believe that each can learn something from the other.

D. Knowledge, Skill, and Attitudes Required for the Special Educator

As a result of experiences gained through Project TAKE-OFF, a body of knowledge, skills, and attitudes have been identified as being necessary for the success of the Special Educator's role designed through Project TAKE-OFF. Following is a list of the outstanding factors in each category.

Special Educator _____

Date _____

Level _____

Knowledge	Date Verified
The Special Educator should have knowledge of:	
1. General classroom routines.	
2. Specialized techniques for working with handicapped children who need curriculum and instruction revision.	
3. The regular preschool or elementary curriculum	
4. Classroom management techniques.	
5. Individualizing instruction approaches.	
6. Special materials which might be helpful to the classroom teacher.	
7. Professional articles, etc. which might be referred to the classroom teacher.	
8. Diagnostic procedures.	
9. Prescription techniques.	
10. Evaluation principles.	
11. Basic understanding of the mainstreaming plan.	
12. Federal and state legislation pertinent to the effort.	
13. Specialized referral techniques.	
14. The four stage learning process (Palo Alto) and its bearing on the mainstreaming effort.	
15. Techniques for working with peers and other adults.	
16. Techniques for working with parents.	
17. Motivation techniques.	
18. Data collection techniques.	
19. Individual educational planning.	

Skills	Date Verified
In addition to those general skills the special education trainer should have to be successful in the mainstreaming model described here, the special education teacher must be able to:	
1. Establish credibility with classroom teachers.	
2. Model instructional techniques.	
3. Provide direct instruction to teachers when necessary.	
4. Tutor individual children on rare occasions when it is necessary.	
5. Work as a team with classroom teachers with parents.	
6. Diagnose, prescribe, and evaluate for individual handicapped children.	
7. Assist regular teacher in making necessary curriculum revisions and adaptations.	
8. Monitor classroom teachers in-service plan.	
9. Conduct simple workshops for classroom teachers on relevant topics.	
10. Motivate those who are skeptical or unwilling.	
11. Coordinate required specialized instruction for some handicapped children.	
12. Train teachers to produce IEP's for each handicapped child.	
13. Collect relevant data on children's behavior and discuss implications with regular classroom teachers.	
14. Relieve classroom teachers for "emergency" situations.	
15. Identify needs of children which require specialized needs beyond the program.	
16. Orient new teachers to overall plan.	
17. Assist teachers in developing constructive attitudes of non-handicapped children toward handicapped children.	
18. Collect and make use of anecdotal records concerning children's compensating behaviors and teacher and student interventions.	

Skills (continued)	Date Verified
19. Conduct needs assessments for teachers.	
20. Disseminate information about the effort to appropriate sources.	

Attitudes	Date Verified
In addition to those skills and knowledge listed previously, there are some attitudes which the special education trainer must have or strive to acquire because they enhance the opportunities for success. Earlier in this document, under section II (Training for Administrators), some of the attributes administrators should look for are listed. In addition to those attributes, special educators should support the following attitudes.	
1. That many handicapped children will profit greatly through effective mainstreaming programs.	
2. That handicapped children will learn a great deal from their non-handicapped peers.	
3. That a child should be given an opportunity to accomplish a task before it is assumed that the child will be unable to do it.	
4. That no child should be labeled or that attention be called to the child's handicap.	
5. That there is no conclusive evidence that children with certain kinds of handicapping conditions cannot be mainstreamed.	
6. That children's natural compensating behaviors should be encouraged.	
7. That parents of handicapped children often have special needs some of which can be met by the school.	
8. That general educators do have an important contribution to make to the education of the handicapped child.	
9. That teachers need positive reinforcement.	

Attitudes (continued)	Date Verified
10. That handicapped children are more like non-handicapped children than they are different.	
11. That the work of other agencies working with the child should be coordinated with mainstreaming effort.	
12. That the special educator must start immediately to relinquish the dependency role with the child and the classroom teacher.	
13. That the mainstreaming experience is a learning opportunity for all involved.	
14. That teacher made materials are as worthwhile as commercially prepared materials.	
15. That a classroom teacher must be concerned with all pupils in that classroom and must devote adequate time to all.	

E. Training

Before the Special Educator is ready to go into the classroom to work, a beginning level of competence must be exhibited in those areas listed previously. In the year (or six months) planning time, these persons must undergo an assessment procedure to determine which of the above attributes are present and which need to be developed or acquired. Naturally, the Special Educator will learn a great deal more and will develop these skills, knowledge, and attitudes to a greater extent as the child performs during the second and third years.

Training for the Special Educator should be facilitated by or provided by the administrator. The Project TAKE-OFF slide tape presentation will be helpful in orienting all personnel to the plan. Many of the skills, knowledge, and attitudes can be covered through independent study by the Special Educator. The check sheets on pages 37-40 are to be used by the Special Educator and verified by the administrator when it is believed the elements have been mastered. Some can be done quickly; others will take two or three years of experience until the trainer is really proficient. Training is an on-going process and many times some of the skills, knowledge, and attitudes need to be refreshed through a wide variety of in-service exercises and activities.

F. Assessing Teacher Reaction and Classroom Climate

One of the most difficult tasks the Special Educator has is to assess teacher reaction to suggestions and ideas and to the overall mainstreaming plan in general. In addition, the trainer must be a diagnostician who must prescribe some of the in-service needs the teacher is unable to express or is unaware of so that these needs can be brought to the attention of the administrator, or in some cases handled by the trainer. An example of this awareness is seen in the Special Educator who notices that the teacher's classroom management techniques have deleterious effects on student progress. It may be that the teacher does not see the problem in the same way and instead blames the child or some of the children. The trainer can diplomatically assist the teacher in coming to recognize this lack and get appropriate in-service help through the administrator or provide the help if able. Often times, the Special Educator and the classroom teacher working together on a trial and error basis provide effective results. In any case, the Special Educator should be alert to what in-service unexpressed needs might be.

G. Assessing And Providing For Teachers' Training Needs

There is included in section II, the training section for administrators, a discussion about using needs assessment devices to elicit those in-service or training needs teachers are willing or able to express. These instruments must be used on a periodic basis so that in-service activities are designed particularly for expressed needs. Teachers vary greatly and, therefore, the training must be highly individualized. However, when teachers are beginning it is very likely that some of their needs are similar and might be handled through group in-service activity.

Some of the needs teachers have expressed most frequently are:

1. How can I coordinate the individual education plans for my handicapped child into my plan for all the class?
2. How can I manage my class so that I can work at least some of the time on an individual basis with handicapped children?
3. How should I discipline the handicapped child?
4. What can I expect of the handicapped child?
5. How can I be sure that the handicapped child should move up to the next class?
6. What can I do when other children are unkind to the handicapped child?
7. How can I explain progress to the handicapped child's parents?
8. How much should I tell other teachers about the problems of a particular handicapped child?
9. Must I work with this handicapped child?

10. What background materials would help me in my work with this child?

The special education trainer should have solutions for most of these problems. In cases where a solution is not found the administrator will seek appropriate help for those needing it.

H. Role In Working With Parents

In a sense, the Special Educator must also be a "parent advocate". Generally, Special Educators have worked closely with the parents of handicapped children and know their special needs. In this plan, there are some unique characteristics of the parent role which must be developed and finally accepted by the classroom teachers. Parents are intimately involved in curriculum planning for their child and must actually "sign off" on the individualized education plans which are prepared by the classroom teacher with the assistance of the special education trainer each month. In those cases where teachers are uncomfortable about having parents work so intimately, the Special Educator can ease the way until the situation is more comfortable.

The Parent Handbook which accompanies this document provides additional discussions of the parents roles and the responsibilities of the school staff in encouraging these important roles.

I. Working With New Teachers

When a new teacher enters the school and becomes part of the program, the Special Educator must begin the training process from the beginning, as with all the teachers at the onset. Often new teachers are given the "once over quickly" treatment to the detriment of the mainstreaming effort. In preschools, teacher turnover tends to be great and the Special Educator is constantly busy "beginning again" with the many teachers who come and stay for only a short time. The design of the program does make accommodations for this problem to the extent that it is a highly individualized and personalized plan. When check sheets and records are kept of teachers accomplishments as suggested here, the trainer knows what has been done and what needs to be accomplished with each teacher.

When a new handicapped child arrives to be mainstreamed, the trainer may need to increase involvement in and out of the classroom with the teacher so that both the teacher and the child have an opportunity to get off to a good start on the program plan. This is particularly important when the classroom teacher is working with a child for the first time who has a different kind of handicap from those of other children with whom the classroom teacher has worked previously.

IV. TEACHER TRAINING PROGRAM

Background

The basic purpose of the training program for regular classroom teachers described below was to train regular preschool teachers who were working with one or more young handicapped children in a regular classroom setting, along with non-handicapped children at approximately the same functional physical, social, cognitive, and emotional levels.

Specifically, the plan was devised for regular classroom teachers who used the Palo Alto Curriculum. (A description of that program is included with this document. See Appendix F.) However, the plan can be adapted to other comprehensive preschool curriculum.

As previously discussed in the Project TAKE-OFF mainstreaming model, regular classroom teachers were directly assisted by Special Educators who had preparation in special education and early childhood education. In order to put the training program described into proper perspective, it is necessary to review the mainstreaming plan.

As the system has been devised, the regular preschool teacher planned weekly for curriculum activities for each child including the handicapped child on the basis of need as indicated by screening devices described in the explanation of the Palo Alto Preschool Program. Teachers were assisted in the planning and implementation by Special Educators who had expertise in working with the young handicapped children. The curriculum objectives for handicapped and non-handicapped children were identical. Changes were made in either methods or materials used to achieve those objectives with teach handicapped child. On the basis of needed changes or in cases where it was obvious that the handicapped child was unable to master the skill without curricular adaptation, an "amended" curriculum was prepared for use with children having the same type of handicapping condition. On the basis of further experiences, these changes or amended curriculum were verified or rejected.

Special Educators worked with regular classroom teacher through modeling, observations, and feedback, and, in some cases, provided direct individual instruction to the handicapped child when it was the only way possible to provide assistance in the mastery of a certain skill. They also provided direct instruction to the classroom teacher when necessary.

Training Plan

The training program described here was designed for regular classroom teachers working under the circumstances described above. It is cast in a competency mode, reflecting specialized knowledge, skills, and attitudes which regular teachers need to work in the regular classroom with handicapped children having one or more of the five handicapping conditions described previously and working under the plan of operation described.

Basic Assumptions

There are certain basic assumptions upon which the training program was based, which have shaped both the design and content of the program.

1. Regular preschool teachers working with non-handicapped children can be trained to work with handicapped children with a variety of handicapping conditions as long as the child's impairment is not so severe that it requires the teacher to work with that child on a one-to-one basis to the neglect of the other children in the classroom.
2. Regular classroom preschool teachers need to be involved in planning a training program for themselves.
3. On-site, on the job, individualized training for the regular classroom teacher is the most productive way of short term teacher training under the circumstances described previously.
4. Planning for each individual handicapped child should be a cooperative effort between the regular classroom teacher and the Special Educator who has special expertise in special education techniques.
5. The "amended" curriculum plan for each handicapped child is based on what that child is actually able to do, rather than preconceived notions or expected behaviors of what children with particular handicapping conditions might be expected to accomplish.
6. Generally educated preschool classroom teacher and the Special Educator make equal contributions to planning and implementing curriculum for the handicapped child.
7. Regular preschool teachers involved in mainstreaming projects, such as Project TAKE-OFF need to be thoroughly familiar with the goals of the plan and to be involved in overall operation as much as possible.
8. Regular preschool teachers need to be thoroughly trained in the use of the general curriculum being used; in this case for Project TAKE-OFF the Palo Alto Preschool Curriculum.
9. Regular preschool teachers must have favorable attitudes about handicapped children and their ability to perform.
10. All children, handicapped or non-handicapped, need a totally planned program.
11. All children, handicapped or non-handicapped, need a well-developed, well-rounded curriculum.

12. Adequate time must be allotted for planning for teachers involved in a mainstreaming plan.
13. Adequate time and provisions must be made for regularly scheduled training sessions for classroom teachers.
14. All Personnel involved in a mainstreaming plan need training.
15. Skills learned through in-service training need to be reinforced and maintained throughout the life of the mainstreaming plan.

Required Knowledge, Skills, and Attitudes

The Project TAKE-OFF planners identified needed knowledge, skills, and attitudes for regular classroom teachers who would be mainstreaming the handicapped child which were over and above those expected from a regular classroom teacher. These lists were amended over the three year period during the existence of Project TAKE-OFF. These lists are essential to the Teacher Training Program and are substantially a content of the individual training program.

To function effectively in a plan such as Project TAKE-OFF, the regular preschool classroom teacher should be able to demonstrate the following knowledge.

The regular classroom teacher will be able to:

1. Explain objectives of the mainstreaming plan.
2. Describe handicapping conditions addressed by the plan.
3. Explain the role of the administrator.
4. Explain the role of the Special Educator.
5. Explain the role of the classroom teacher in the plan.
6. Explain the major purpose of the mainstreaming plan.
7. Explain the use of an Individual Education Plan and its purpose.
8. Explain the function of consultants.
9. Explain the functions of the Advisory Board.
10. Explain the use of the "amended" Palo Alto Preschool Curriculum, (or other school).
11. Explain the "mainstreaming" concept used by the plan.
12. Explain the policies for working with handicapped children.
13. Explain the functions of the aides in the plan.
14. Explain the policies with regard to parent relationships.
15. Explain differences, if any, between handicapped children and non-handicapped children.
16. Explain the supplementary services available to parents.
17. Explain the way in which the plan is evaluated.

Skills

In addition to those skills required for using the Palo Alto Preschool Curriculum, the regular preschool or elementary teacher will be able to:

1. Prepare an IEP for a handicapped child.
2. Identify those tasks that individual handicapped children are unable to accomplish.
3. Assist Special Educators with preparing "amended" curriculum in those instances which are necessary.
4. Supervise the performance of handicapped children along with non-handicapped Palo Alto Preschool children.
5. Evaluate the performance of handicapped children.
6. Select appropriate instructional materials for handicapped children.
7. Program lesson plans for entire class, incorporating IEP's which have been prepared for handicapped children.
8. Work with handicapped children on an individual basis, when necessary.
9. Prepare anecdotal records for handicapped children which contain pertinent information for evaluation purposes.
10. Communicate the child's progress to parents.
11. Provide and accept suggestions from parents for working with handicapped children.
12. Refer children when necessary for specialized assessment or help.
13. Treat "behavior" problems effectively.
14. Motivate children to perform.
15. Arrange classroom environment to promote learning.
16. Encourage handicapped children to be self-sufficient as far as possible.
17. Model positive behavior for the children to follow.
18. Relate information about the plan to appropriate persons and groups.
19. Relate information about the child's progress to appropriate persons and groups.
20. Manage the planned curriculum effectively.
21. Evaluate the effectiveness of the program used in working with handicapped children.
22. Identify strengths, weaknesses, and needs for self-improvement.
23. Foster appropriate attitudes and behaviors of non-handicapped children towards handicapped children.
24. Intervene when the handicapped child cannot master a task due to the child's handicap.

25. Assist other regular teachers who can benefit from specialized techniques acquired through the plan.

Attitudes

The regular classroom teacher must reflect behaviorally the following attitudes which are essential in working with the mainstreaming plan:

1. That there is value in early intervention for the young handicapped child.
2. That most handicapped children can function effectively in a regular preschool classroom.
3. That there are no large pre-conceived patterns of skills which handicapped children are unable to perform because of their handicaps.
4. That handicapped children sometimes need to have curriculum adapted or revised to assist them in the mastery of certain skills.
5. That non-handicapped children benefit from day to day relationships with handicapped children in realistic settings.
6. That handicapped children learn behaviors and skills from their non-handicapped peers.
7. That performance of handicapped children can be improved through the input of other teachers; professionals, and parents.
8. That handicapped children need to be treated as individuals in the same way that non-handicapped children should be treated.
9. That handicapped children need to be motivated to achieve their full potential.
10. That handicapped children should be allowed and encouraged to develop their necessary compensatory behaviors before the teacher intervenes.
11. That the teacher should intervene when the child is frustrated because of an inability to perform a skill due to the existing handicapping conditions.
12. That certain information about the child is confidential and should be shared only with appropriate persons and groups.
13. That parents have a right to participate in the learning plan for their child.
14. That mainstreaming is a valuable effort for preschools and elementary schools.
15. That the regular preschool teacher needs constant training in order to be effective in working with handicapped children.
16. That the regular preschool or elementary school teacher must use the total curriculum effectively, if the efforts of the mainstreaming plan are to be successful.
17. That handicapped children, like all children, benefit from positive reinforcement techniques that are sincere.

3. Specialized skills for "mainstreaming" handicapped children into regular classrooms.
4. Specialized skills for working with other professionals involved in the plan.
5. Specialized skills for working with parents of handicapped children.
6. Specialized skills for evaluating performance of handicapped children.
7. Specialized skills required for the selection and use of appropriate materials for working with handicapped children.
8. Specialized skills required for preparing and using the "amended" curriculum with handicapped children.
9. Specialized skills required for documenting program activities.

Skill Maintenance

1. Skills required for managing the entire classroom more effectively.
2. Skills required for using the regular curriculum effectively.
3. Skills for effective curriculum planning for the entire class.
4. Skills for effective relationships with all children.

Evaluation

1. Self-evaluation of performance of teaching skills.
2. Evaluation of teacher skills and follow-up with peers and staff.
3. Evaluation of children's progress.
4. Evaluation of goals and objectives for the plan.
5. Assessment of needs for improvement.

Remediation and Professional Development

1. Planning for and acquiring new skills based upon needs assessment.
2. Practicing suggested skills and techniques.
3. Sharing "promising practices" with other staff members.
4. Re-evaluating procedures.

Training Modes

A variety of training modes were used for the Project TAKE-OFF plan and necessitated an individualized approach. The training plan was and should be individualized due primarily to the fact that the likelihood of teacher turnover is great in the preschool setting and also because teachers vary in their abilities. Therefore, to be sure that every teacher who works with children is adequately trained, an individual record keeping system was used to be sure that every teacher had the opportunity for thorough training. That system is described in the following checklist:

Teacher Name _____ Date _____ to _____

Level _____

KNOWLEDGE	Teacher (date)	Staff Verified (date)
1. Name the objectives of the mainstreaming plan.		
2. Name and describe handicapping conditions addressed.		
3. Describe the role of the Administrator.		
4. Describe the role of the Special Educator.		
5. Describe the major purpose of the mainstreaming plan.		
6. Describe the role of classroom teachers in the plan.		
7. Describe the use of an Individual Education Plan and its purpose.		
8. Describe the function of Consultants.		
9. Describe the functions of the Advisory Board.		
10. Describe the use of the "amended" Alto Alto Preschool Curriculum (or other school).		
11. Describe the "mainstreaming" concept used by the plan.		
12. Describe the policies for working with handicapped children.		
13. Describe the functions of the aides in the plan.		
14. Describe the policies with regard to parent relationships.		
15. Describe differences, if any, between handicapped children and non-handicapped children.		
16. Describe the supplementary services available to parents.		
17. Describe the way in which the plan is evaluated.		

Skills	Teacher (date)	Staff Verified (date)
1. Prepare an I.E.P. for a handicapped child.		
2. Identify those tasks which children with certain handicaps are usually unable to accomplish.		
3. Assist Special Educators with preparing "amended" curriculum in those areas which are necessary.		
4. Supervise the performance of handicapped children along with non-handicapped Palo Alto Preschool children.		
5. Evaluate the performance of handicapped children.		
6. Select appropriate instructional materials for handicapped children.		
7. Plan lesson plans for entire class, incorporating I.E.P's for handicapped children.		
8. Work with handicapped children on an individual basis, when necessary.		
9. Prepare anecdotal records for handicapped children, which contain pertinent information for evaluation purposes.		
10. Communicate the child's progress to parents.		
11. Provide and accept suggestions from parents for working with handicapped children.		
12. Refer children when necessary for specialized help or assessment.		
13. Treat "behavior" problems effectively.		
14. Motivate children to perform.		
15. Arrange classroom environment to promote learning.		

Skills (cont.)	Teacher (date)	Staff Verified (date)
16. Encourage children to be self-sufficient as far as possible.		
17. Model positive behavior for the child to follow.		
18. Provide information about the plan to appropriate persons and groups.		
19. Relate information about the child's progress to appropriate persons or groups.		
20. Manage the planned curriculum effectively.		
21. Evaluate yourself in terms of effectiveness in working with handicapped children.		
22. Identify strengths, weaknesses, and needs for self-improvement.		
23. Foster appropriate attitude and behavior of non-handicapped children towards handicapped children.		
24. Intervene when the handicapped child cannot master a task due to the child's handicap.		
25. Assist other regular teachers who can benefit from specialized techniques acquired through the plan.		

Attitudes	Teacher (date)	Staff Verified (date)
1. That most handicapped children can function effectively in a regular preschool classroom.		
2. That there are no large preconceived patterns of skills which handicapped children are unable to perform because of their handicap.		
3. That handicapped children sometimes need to have curriculum adapted or revised to assist them in the mastery of certain skills.		

Attitudes (cont.)	Teacher (date)	Staff Verified (date)
4. That non-handicapped children benefit from day to day relationships with handicapped children in realistic settings.		
5. That handicapped children learn behaviors and skills from their non-handicapped peers.		
6. That performance of handicapped children can be improved through the input of other teachers, professionals, and parents.		
7. That handicapped children need to be treated as individuals in the same way that non-handicapped children are treated.		
8. That handicapped children need to be motivated to achieve their full potential.		
9. That handicapped children should be allowed and encouraged to develop their necessary compensatory behaviors before the teacher intervenes.		
10. That the teacher should intervene if the child is frustrated when the child is unable to perform a skill due to the child's handicap.		
11. That certain information about the child is confidential and should be shared only with appropriate persons and groups.		
12. That parents have a right to participate in the learning plan for their child.		
13. That mainstreaming is a valuable activity for preschools and elementary schools to engage in.		
14. That the regular preschool teacher needs constant training to improve the effectiveness in working with handicapped children.		
15. That the regular preschool or elementary school teacher must use the curriculum effectively, of the efforts of the mainstreaming plan are to be successful.		
16. That handicapped children, like all children, benefit from positive reinforcement techniques that are sincere.		

Attitudes (cont.)	Teacher (date)	Staff Verified (date)
17. That every teacher can improve professionally through working with handicapped children in a mainstreaming situation.		
18. That "discipline" can be improved through better classroom planning and management techniques.		
19. That handicapped children can grow and develop in the same way non-handicapped children do.		
20. That mainstreaming activities must be fully documented for evaluation purposes.		
21. That every person involved in a mainstreaming plan has a responsibility for its success.		
22. That for all practical purposes handicapped and non-handicapped children differ very little and that differences occur mostly on an individual basis.		

Peer Training

As previously explained, a major training technique featured in Project TAKE-OFF was the classroom "peer" training by special educators with general classroom teachers. The content of this training is described by the skills, knowledge, and attitudes listed earlier in this document. The various roles Special Educators were required to fulfill are illustrated in Sample A. The skills, knowledge, and attitudes the Special Educators needed to perform their roles are also listed on pages 37-40.

Each Special Educator functioned with classroom teachers in ways best suited for their personality and talents. Due to the turn-over in the preschool staff, they often had to begin again with new teachers; however, they followed essentially the same plan for each new teacher. Samples B1 and B2 illustrates the way in which classroom training time was spent and how it was recorded. Sample C also includes information about the length of time it took some classroom teachers in Project TAKE-OFF to become independent.

TALLY FOR OUT OF CLASSROOM TRAINING ACTIVITIES

General Educator Janie G.

Month February

TASKS	2/4 - 2/8		2/11 - 2/15		2/18-2/22		2/25-2/29	
	Date		Date		Date		Date	
	day	time	day	time	day	time	day	time
Preparing an IEP	M		M		M		M	
	T		T		T		T	
	W		W		W		W	
	TH		TH		TH		TH	
	F		F		F		F	X 1-2:00
Integrating IEP's into Lesson Plans	M		M		M		M	
	T		T		T		T	
	W		W		W		W	
	TH		TH		TH		TH	
	F	X 1-2:00	F	X 1-2:00	F		F	X 1-2:00
Assisting with Parent Conferences	M		M		M		M	
	T		T		T		T	
	W		W		W		W	
	TH		TH		TH		TH	
	F		F		F	X 1-2:00	F	
Preparing and Suggesting Adapted Materials	M	X 1-1:30	M		M		M	
	T		T		T		T	
	W		W	X 1-1:30	W		W	
	TH		TH		TH		TH	
	F	X 1-2:00	F	X 1-2:00	F	X 1-2:00	F	X 1-2:00
Teaching Specialized Techniques for use with the handicap child	M	X 1-1:30	M		M		M	
	T		T		T		T	
	W		W	X 1-1:30	W		W	
	TH		TH		TH		TH	
	F	X 1-2:00	F	X 1-2:00	F	X 1-2:00	F	X 1-2:00
Assessing Project child's progress	M		M		M		M	
	T		T		T		T	
	W		W		W		W	
	TH		TH		TH		TH	
	F		F	X 1-2:00	F	X 1-2:00	F	X 1-2:00
General workshop on Parent Conferences	M		M		M		M	
	T		T		T		T	
	W		W		W		W	
	TH		TH		TH	X	TH	
	F		F		F		F	
	M		M		M		M	
	T		T		T		T	
	W		W		W		W	
	TH		TH		TH		TH	
	F		F		F		F	

Out of Classroom

TASKS	2/4-2/8		2/11-2/18		2/18-2/22		2/25-2/29	
	Date		Date		Date		Date	
	day	time	day	time	day	time	day	time
Discussion of management of integrating Project children into regular classroom	M	X 1-1:30	M		M		M	
	T		T		T		T	
	W		W	X 1-1:30	W		W	
	TH		TH		TH		TH	
	F	X 1-2:00	F	X 1-2:00	F	X 1-2:00	F	
Discussion: Relationship between handicap and non-handicap	M	X 1-1:30	M		M		M	
	T		T		T		T	
	W		W	X 1-1:30	W		W	
	TH		TH		TH		TH	
	F	X 1-2:00	F	X 1-2:00	F		F	X 1-2:00
Establishing behavior management systems to be used in the classroom set.	M		M	X 1-1:30	M		M	
	T		T		T		T	
	W	X 1-1:30	W		W		W	
	TH		TH		TH		TH	
	F	X 1-2:00	F		F	X 1-2:00	F	
Discuss motivational techniques for use with Project child	M		M	X 1-1:30	M		M	
	T		T		T		T	
	W	X 1-1:30	W	X 1-1:30	W		W	
	TH		TH		TH		TH	
	F	X 1-2:00	F		F		F	X 1-2:00
Discuss social and academic relationships; handicap and non-handicap	M		M		M		M	
	T		T		T		T	
	W		W		W		W	
	TH		TH		TH		TH	
	F		F		F	X 1-2:00	F	X 1-2:00
Discussion of usage and observations within data box	M		M		M		M	
	T		T		T		T	
	W		W		W		W	
	TH		TH		TH		TH	
	F		F		F	X 1-2:00	F	X 1-2:00
Discussion of teacher observations	M	X 1-1:30	M	X 1-1:30	M		M	
	T		T		T		T	
	W	X 1-1:30	W	X 1-1:30	W		W	
	TH		TH		TH		TH	
	F	X 1-2:00	F	X 1-2:00	F	X 1-2:00	F	X 1-2:00
	M		M		M		M	
	T		T		T		T	
	W		W		W		W	
	TH		TH		TH		TH	
	F		F		F		F	

TALLY OF IN CLASSROOM TRAINING ACTIVITIES

General Educator Janie G.

Month February

TASKS	<u>2/4-2/8</u> Date		<u>2/11-2/15</u> Date		<u>2/18-2/22</u> Date		<u>2/25-2/29</u> Date	
	day	time	day	time	day	time	day	time
Diagnosing difficulties of Project children	M	XX9:30,11:30	M	XX9:00,11:00	M		M	X 9:30
	T		T		T	XX9:00,11:00	T	
	W	XX8:30,10:30	W	XX10:00,1:00	W		W	X 11:30
	TH		TH		TH	XX9:00,11:00	TH	
	F	XX9:30,11:30	F	XX9:00,11:00	F		F	X 9:30
Management of integrating Project children into regular classroom	M	XX9:30,11:30	M	XX8:30,10:30	M		M	X 9:00
	T		T		T	XX9:30,11:30	T	
	W	XX8:30,10:30	W	XX9:30,11:30	W		W	X 11:00
	TH		TH		TH	XX9:30,11:30	TH	
	F	XX9:30,11:30	F	XX8:30,10:30	F		F	
Facilitating relationships between handicap and non-handicap	M	X 10:00	M	X 12:00	M		M	
	T		T		T	X 10:00	T	
	W	X 10:00	W	X 12:00	W		W	
	TH		TH		TH	X 12:00	TH	
	F	X 10:00	F	X 12:00	F		F	
Handling discipline problems	M	X 11:30	M	X 9:00	M		M	X 9:30
	T		T		T	X 9:30	T	
	W	X 8:30	W	X 10:00	W		W	
	TH		TH		TH	X 11:30	TH	
	F	X 9:30	F	X 9:00	F		F	X 11:30
Demonstrating reinforcement techniques	M	XX9:30,11:30	M	XX9:00,11:00	M		M	
	T		T		T	XX9:00,11:00	T	
	W	XX8:30,10:30	W	XX10:00,1:00	W		W	
	TH		TH		TH	XX10:00,1:00	TH	
	F	XX9:30,11:30	F	XX9:00,11:00	F		F	
Demonstrating curriculum adaptations and revisions	M		M		M		M	X 9:30
	T		T		T	X 9:00	T	
	W		W		W		W	X 11:30
	TH		TH		TH	X 11:00	TH	
	F		F		F		F	X 9:30
Arranging classroom environment	M	X 8:30	M	X 8:30	M	X 8:30	M	X 8:30
	T		T		T		T	
	W		W		W		W	
	TH		TH		TH		TH	
	F		F		F		F	
	M		M		M		M	
	T		T		T		T	
	W		W		W		W	
	TH		TH		TH		TH	
	F		F		F		F	

In Classroom

TASKS	<u>2/4-2/8</u> Date		<u>2/11-2/15</u> Date		<u>2/18-2/22</u> Date		<u>2/25-2/29</u> Date	
	day	time	day	time	day	time	day	time
Demonstrate individual instructional technique to be used in classroom with Project child	M		M	X 9:00	M		M	X 9:00
	T		T		T	XX9:00,11:00	T	
	W		W	X 10:00	W		W	X 11:00
	TH		TH		TH	XX9:00,11:00	TH	
	F		F	X 9:00	F		F	
Demonstrate motivation techniques for use with Project children	M	X 11:30	M	X 11:00	M		M	X 9:00
	T		T		T	X 9:00	T	
	W	X 8:30	W	X 10:00	W		W	X 11:00
	TH		TH		TH	X 11:00	TH	
	F	X 9:30	F	X 9:00	F		F	X 9:00
Demonstrate techniques; between handicap and non-handicap	M	X 10:00	M	X 12:00	M		M	X 10:00
	T		T		T	X 10:00	T	
	W	X 10:00	W	X 12:00	W		W	X 12:00
	TH		TH		TH	X 12:00	TH	
	F	X 10:00	F	X 12:00	F		F	X 10:00
Demonstrate techniques, "peer"; between handicap and non-handicap	M		M		M		M	X 9:30
	T		T		T	X 9:30	T	
	W		W		W		W	
	TH		TH		TH	X 11:30	TH	
	F		F		F		F	X 10:30
Demonstrate intervention techniques	M		M	X 9:00	M		M	X 9:30
	T		T		T	X 9:00	T	
	W		W	X 10:00	W		W	X 10:30
	TH		TH		TH	X 11:00	TH	
	F		F	X 9:00	F		F	X 9:30
Demonstrate techniques for diagnosing handicapped child's compen.	M		M		M		M	
	T		T		T		T	
	W		W		W		W	X 9:30
	TH		TH		TH		TH	
	F		F		F		F	
Critiquing teachers performance task # _____	M	XX9:30,11:30	M	XX9:00,11:00	M		M	X 9:30
	T		T		T	XX9:00,11:00	T	
	W	XX8:30,10:30	W	XX10:00,1:00	W		M	X8:30
	TH		TH		TH	XX8:00,10:00	TH	
	F	XX9:30,11:30	F	XX9:00,11:00	F		F	X 9:30
	M		M		M		M	
	T		T		T		T	
	W		W		W		W	
	TH		TH		TH		TH	
	F		F		F		F	

Teacher Trainee Level Training Area	Edee B Pre-K Language Stimulation P-Speech skl	Marsha S. Kindergarten Speech Skills	Kim R. Pre K - K V.A.E.T. Multisensory Learning	Janie G. Intermediate Language Stimulation P-Speech skl	Janie G. Intermediate Mobility Training Motor Training Sensory Stimulation
Beginning Date	11/19/79	11/12/79	11/26/79	11/12/79	1/14/80
Independent Date	12/10/79	12/17/79	12/12/79	12/3/79	2/8/80
Session 1	Orientation to Language	Read & Review "Handbook for Parents of Speech Handi- capped Child- ren"	Orientation to Multisensory Learning	Orientation to Language	Orientation to Motor Develop- ment
Session 2	Language Problems In Children	Review order of acquisition of sounds for speech	Discuss the use of our senses	Language Problems in Children	Discussion of Sensory and Motor evaluating done on child
Session 3	Stages of Language Acquisition	Read & Review "Speech Sounds" Packet ----- Spec. Kris Information	Discuss the selection and use of materials	Stages of Language Acquisition	Make list of possible activities and how to teach them
Session 4	Division of a language session ----- Edee observe short session with Betty	Discuss speci- fic techniques useful in working with Kris	Kim observe material choice and a lesson	Division of a language ses- sion ----- Janie observe short session with Betty	Establish a lesson format to teach mobility, motor, and sensory training
Session 5	Discussion of materials ----- Edee observe short lang. session with Betty	Marsha observe speech session with Kris and Betty	Kim observe material choice and a lesson	Discussion of materials ----- Janie observe short lang. session with Betty	Janie observe Betty choosing activities and teaching motor lesson
Session 6	Choose materials ----- Betty observe Edee teaching	Marsha observe speech session with Kris and Betty	Kim teach alone, dis- cuss after	Choose materials ----- Betty observe Janie teaching	Betty observe Janie teaching a motor session
Session 7	Choose materials ----- Betty observe Edee teaching	Choose materials ----- Betty observe Marsha teach- ing	Betty observe Kim choose materials and teach lesson	Choose materials ----- Betty observe Janie teaching	Betty observe Janie teaching a motor lesson
Session 8	Edee choose materials Betty observe Edee teaching	Choose materials ----- Betty observe Marsha teach- ing	Betty observe Kim choose materials and teach the lesson	Janie choose materials, Betty observe Janie teaching	Janie work Independently
Session 9	Edee work Independently/ Discuss	Discuss future use of materials	Kim work Independ- ently	Janie work indepen- dently/discuss	-----
Session 10	Edee Independently	Marsha teach speech Independently	-----	Janie Independently	-----
Comments					

Training Conferences

Each week the Special Educator scheduled a training conference with each classroom teacher involved in Project TAKE-OFF. These conferences were intended to support the classroom training component. Sample D is a copy of a record of such a conference and a description of areas which were covered. Contents of these sessions were basically representatives of the skills, knowledge, and attitudes required by the plan. One conference activity might be the discussion of one of the skills in terms of the teacher's self-evaluation and the Special Educator's validation on that particular skill.

During those sessions each child's individual education plan and progress on that plan were also discussed providing opportunities for the Special Educator to suggest ways of working with an individual child with special needs. At those conferences, classroom teachers were also trained to prepare IEP's for each handicapped child. Technique and format used for IEP's developed are contained in Sample E.

As in the classroom training sequence, the character of the weekly sessions changed to the point where the classroom teacher took most of the initiative for the sessions and the Special Educator simply verified the plan and made suggestions when necessary. Ultimately, these conferences were scheduled as needed or when a new handicapped child was enrolled in the teacher's classroom with a type of handicap for which that teacher had no previous experience.

CONFERENCE REQUEST SHEET

Requested by:

Betty R.

Date:

10/13

Time:

9:15 - 10:15

Persons present:

Betty R.
Susie M.
Edee B.

Reason for Conference:

1. To discuss Jennifer's social progress in her new classroom.
2. To discuss activities and curriculum areas to reinforce what Jennifer has learned.
3. To establish a weekly schedule for the children in the project.
4. To coordinate activities that will suit the class and Jennifer's handicap.
5. To examine the evaluation card at the intermediate level.

Outcomes:

1. Various activities have been arranged so that Jennifer is involved and working on fun materials in her classroom (i.e. abc letter group).
2. Social and educational expectations have been discussed and ways of helping Jennifer have been arranged.
3. A schedule has been developed to suit Jennifer's class needs.
4. The intermediate evaluation card is up to date.

Follow-up:

1. Activities will be arranged to cover what was discussed.
2. A schedule has been arranged and will be followed for the week.
3. We will encourage Jennifer to get involved in group activities.

INDIVIDUAL EDUCATION PLAN

A. Student Information

Student Name _____ Date of Birth _____
Chronological Age _____ *Presented by _____
Level _____

B. Placement Committee

Name of Members	Position	Date	Oral Report	Written Report	Signature
	Parent/Gard.				
	Proj. Adm.				
	Clstrm. Tch.				
	Prsch. Dir.				
	Proj. Aide				

*Recorder responsible for the completion of this form.

C. Review of Long Range Goals Achieved Since Prior Review

Comments: _____

D. Program Planning

I. Long Range Goals for emphasis this month:

Curr. Area

Per. Management
and Social Dev.

Concept
Development

Language
(oral and
written)

Reading and
Literature

Science

Mathematics

Art, Music,
Dance

Physical
Development

Social
Living

Curr. Area

	Substitution
	Substitution
	Substitution
	Substitution

II. Short Range Goals:

III. Comments by Individual Members of Placement Committee:

Preparing The Individual Educational Plan (IEP)

Following is a description of the method used in Project TAKE-OFF for preparing individual educational plans for each handicapped child and for integrating these individual education plans into the regular preschool curriculum. Also included are forms which were used in the process. This approach was used as a training device by the Special Educators with the regular classroom teachers.

Background

As each handicapped child was accepted into Project TAKE-OFF, a temporary placement was established according to one of five levels of the Palo Alto Program. These levels are Entry, Intermediate, Pre-Kindergarten, Kindergarten, and Primary. Permanent placement was made on the basis of two or three weeks observation by classroom teachers and Special Educators and through a pre-assessment using the regular goals for Palo Alto Preschool levels.

Preparing IEP's

After appropriate placement was made for the Project child, the Special Educator met with the parents, classroom teacher, and the Preschool Director, (when possible), and using the IEP to determine which of the long range Palo Alto Preschool level goals would receive emphasis over the next month. At least one such goal was chosen from each curriculum area for the particular level of the Palo Alto Preschool curriculum in which the child had been placed. Those chosen goals were then listed on the IEP. When all goals from a particular curriculum area were mastered, the parent, Special Educator, and the classroom teacher decided to chose two long range goals from one curriculum area, particularly if the child needed to spend more time in a particular area.

Next, the appropriate Palo Alto Preschool Treacher Manual and Goals Statement Book, in which goals statements were listed, were chosen. Those sheets from the manual were then copied and placed in a notebook for each Project child with evaluation card and the completed IEP forms.

Included with this document are copies of the IEP containing long range goals and the short term objectives required for the mastery of the chosen goals, which is part of the Palo Alto Preschool curriculum used in this Project. For information concerning instructional techniques to be used for each of the objectives, the teacher used each of the Palo Alto Preschool curriculum guides (a sample page from the curriculum is labeled sample F).

CLASSIFYING 2

Objective: 13 Determine whether objects fit classifications always, sometimes, or never.

Materials: 1 Toys, objects, and foods in the child's environment.

2 Pictures.

Procedure: See CD3.2.1. through CD3.2.12. For this task present the child with objects, pictures, etc. and ask whether they fit a particular classification: always, sometimes, or never. Use the following classifications (from CD3.2.1. through CD3.2.13) color, size shape, number, temperature, weight, use, surface, parts, material, personal preference, and general desirability. For example, show the child a drinking glass and ask him the following questions:

1. Is a glass this color (name it) always, sometimes, or never?
2. Is a glass this size always, sometimes, or never?
3. Is a glass this shape always, sometimes, or never?
4. Is a glass this heavy always, sometimes, or never?
5. Do we use a glass for drinking always, sometimes, or never?
6. Is a glass smooth always, sometimes, or never?
7. Does a glass have legs always, sometimes, or never?
8. Is a glass made of glass always, sometimes, or never?

If he gives an incorrect answer, ask him to tell you more about it. For example, if he replies that a glass has legs sometimes, get him to explain (he may be right). You might ask him where he saw one. At times it may be appropriate for him to draw a picture of one. Actually, the purpose of this task is for the child to think about the conditioning of objects and to decide whether those conditions are immutable. He will need help. When he is absolutely wrong, tell him the correct answer; then examine the object or a picture of the object if possible.

As the teacher attempts to teach or present each of the chosen objectives, it should be noted on the copied sheet in each child's folder as follows:

- (V) - Validated - indicated that Project children were able to master the objective using the techniques prescribed for non-handicapped classmates without adaptation or revision.
- (A) - Adapted - indicated that slight adaptations must be made in the techniques usually effective with non-handicapped children.
- (R) - Revised - indicated that major revisions must be made in the techniques before the particular handicapped child can master the objective.

All adaptations and revisions were recorded on color coded sheets and placed in each child's folder with specific information describing these changes (see sample G). Six examples of adaptations follow with coding for color printed in the upper right hand corner.

Each month a new IEP was developed for each child utilizing the process described above. Any of the long range goals not accomplished during one month were carried over to the second month and so on until the child had it mastered.

Parent Involvement

Each IEP was discussed with parents at monthly meetings for the purpose of getting their input, informing them of the child's progress, and making suggestions for working with the child at home. Parents were encouraged to visit classrooms in order to watch their children work and play.

Example of Objective Validated By Children
With Certain Handicapping Conditions

CLASSIFYING 2

Objective: 13 Determine whether objects fit classifications always, sometimes, or never.

Materials: 1 Toys, objects, and foods in the child's environment.
2 Pictures.

Procedure: See CD3.2.1. through CD3.2.12. For this task present the child with objects, pictures, etc. and ask whether they fit a particular classification always, sometimes, or never. Use the following classifications (from CD3.2.1. through CD3.2.13) color, size shape, number, temperature, weight, use, surface, parts, material, personal preference, and general desirability. For example, show the child a drinking glass and ask him the following questions:

1. Is a glass this color (name it) always, sometimes, or never?
2. Is a glass this size always, sometimes, or never?
3. Is a glass this shape always, sometimes, or never?
4. Is a glass this heavy always, sometimes, or never?
5. Do we use a glass for drinking always, sometimes, or never?
6. Is a glass smooth always, sometimes, or never?
7. Does a glass have legs always, sometimes, or never?
8. Is a glass made of glass always, sometimes, or never?

If the child gives an incorrect answer, ask him/her to tell you more about it. For example, if the child replies that a glass has legs sometimes, get an explanation, (the child may be right). You might ask where the child saw one. At times it may be appropriate for the child to draw a picture of one. Actually, the purpose of this task is for the child to think about the conditioning of objects and to decide whether those conditions are immutable. The child will need help. When the answer is absolutely wrong, tell the child the correct answer; then examine the object or a picture of the object if possible.

Children Who Were Able To
VALIDATE
Are Highlighted

VISUALLY IMPAIRED			HEARING IMPAIRED			SPEECH IMPAIRED			LEARNING DISABLED			EDUCABLE MENTALLY HAND.			CROSS CATEGORICAL		
VAR	CHILD NAME	DATE	VAR	CHILD NAME	DATE	VAR	CHILD NAME	DATE	VAR	CHILD NAME	DATE	VAR	CHILD NAME	DATE	VAR	CAT. CHILD NAME	DATE
A	Jen. J.	4/79	V	Andy S.	1-31-79	V	Mike R.	1-17-79	V	Chris A.	1-31-79	A	Bob B.	13/79			
			V	Mike M.	2-79	V	Hil C.	3-79	V	Dan G.	1-31-79	A	Ben S.	6/79			
			V	Bren A.	8-79	V	Kris R.	3/79	V	Marc F.	10/79						
						V	Kev. D.	3/79									
						V	Rick G.	9/79									

Example Of Objective Which Required Adaptation

PM1, Personal Management Skills

WORK HABITS, 3

Objective: 15 Learn class routines.

Materials: Toys and objects in the child's environment.

Procedure: See PM1.3.1. through PM1.3.14. Children learn routine much more quickly than most adults believe they will. Very young children adapt to class routines surprisingly fast. The most important "ingredient" is a smooth, understandable, well planned routine. This does not mean that every day is exactly the same; rather, it means that for the "stress" periods in the day (such as lunch and nap time) the child has the security of knowing exactly what is expected of him. It is generally recommended that at such times a more structured pattern be used so that the child is completely sure of where he/she should be and what should be done. It is important for the teacher to orient the new child to get some of the more important parts of the routine established. Then the teacher can turn the child over to other children who will help the child learn the routines. Both children usually profit from this experience-- the child "teacher" and the new child.

If children have a great deal of difficulty adjusting, it may be that the routines are too stringent and that the child simply can't keep up. They certainly need time to learn the routines; and, as careful as we often try to be to orient the child properly, there are always gaps in what we do. Thus it is often possible that a child simply didn't know what certain parts of the established routine were. Other times children forget; therefore, it is important to go over routines from time to time to refresh memories about expected practices. Attempts must always be made to help children understand why certain practices are followed. They should play a very important part in establishing routines and in examining reasons for infractions. Group discussion techniques are often useful in pointing out problems and making necessary changes. Direct questions to children about what they like least about school will often produce information about routines that are particularly annoying to them. Suggestions for improvements in routines may come from the children, and where possible they should be followed or explanations should be given about why they can't be followed.

Children Requiring
Adaptations
Are Highlighted.

VISUALLY IMPAIRED			HEARING IMPAIRED			SPEECH IMPAIRED			LEARNING DISABLED			EDUCABLE MENTALLY HAND.			CROSS CATEGORICAL		
VAR	CHILD NAME	DATE	VAR	CHILD NAME	DATE	VAR	CHILD NAME	DATE	VAR	CHILD NAME	DATE	VAR	CHILD NAME	DATE	VAR	CAT. CHILD NAME	DATE
A	JEN. J.	Sum. 79	V	ANDY S.	4/79	A	KEVIN D.	1/79	A	CHRIS A.	3/79	A	BOB B.	3/79			
			V	MIKE M.	3/79	V	HIL. C.	2/79	V	DAN. G.	3/79	V	BEN S.	Sum. 79			
			A	BREN. A.	10/79	V	KRIS B.	3/79	V	BOB W.	2/79						
						V	RICK G.	1/80									

Example Of Objective Which Required Revision

CD1, Information Gathering

VISUAL TRAINING, 1

Objective: 3-2 Decide whether objects are different with respect to color.

Materials: See CD1.1.2-3

Procedure: See CD1.1.2-3. In this task the child is to determine differences rather than similarities. Often this is a source of confusion for a child, and therefore it is important to phrase the question as given and to guide the child to an accurate verbalization of the reply. to the question. Using the materials suggested above say, "Are these a different color?" The child's answer should be, "Yes, they are a different color" or "No, they are not a different color", as the case may be.

Child Requiring
Revision
Is Highlighted

VISUALLY IMPAIRED			HEARING IMPAIRED			SPEECH IMPAIRED			LEARNING DISABLED			EDUCABLE MENTALLY HAND.			CROSS CATEGORICAL		
VAR.	CHILD NAME	DATE	VAR	CHILD NAME	DATE	VAR	CHILD NAME	DATE	VAR	CHILD NAME	DATE	VAR	CHILD NAME	DATE	VAR	CAT. CHILD NAME	DATE
R	JENN J.	1/79	V	ANDY S.	5/79	V	MIKE F.	1/79	V	DAN G.	1/79	A	BEN S.	Sum 79			
			V	MIKE M.	3/79	V	KRIS B.	2/79	V	MARK E.	0/79	A	BOBI B.	11/79			
			V	BREN A.	10/79	V	HIL C.	2/79									
						V	RICH G.	3/79									
						V	KEV D.	3/79									

ADAPTATION

Speech
Impaired
(pink)

Concept Development
Information Storage
2-Auditory Memory

OBJECTIVE: Remember simple poems and songs.

PROCEDURE: A child with a speech handicap tends not to participate in singing and poetry situations in a verbal way. In order to build the confidence so the child feels comfortable in verbal participation, non-verbal participation needs to occur first. Rhythm instrument during singing, puppets during singing and poetry and various toys can help the child feel involved yet not pressured. It is important to note that singing should gradually be encouraged when the child is comfortable participating in non-verbal ways.

ADAPTATION
Learning
Disabled
(blue)

Personal Management
Work Habits 3

OBJECTIVE: Attend to an event or problem for extended periods.

MATERIALS: See below.

PROCEDURE: For older, primary age children who are required to do more independent "seat" work, varying the pace and type of activity will help them attend to a task for extended periods of time.

The type of activity can be varied according to size: large group with teacher, small group with peers, pairing two children and work done alone.

The child can rotate to different learning centers, providing the child with movement and change of "scenery".

The materials required for the activity can change; pencil/paper, markers, crayons, scissors, paste/glue, books, chalk board, etc.

The use of a timer might help a child stay with a task longer. Making a game of "beating" the timer can encourage a child to finish the assigned work.

The teacher should also use positive reinforcement, noticing the child's good work habits whenever possible.

ADAPTATION
Educable
Mentally
Handicapped
(goldenrod)

Concept Development, 1
Visual Training, 1

OBJECTIVE: Locate an object in terms of whether it is over, above, beside, on, around, between, near, far, behind, in front of, next to, in, out.

MATERIALS:

PROCEDURE: An additional suggestion in helping a child master this objective is to have the child physically experience these locations. Having classroom furniture, toys, and other objects at hand, instruct the children to climb over something, such as a cube, get under something, such as a table, chair, etc., or stand by the chalk board, door, or window. After or while the child is having these types of physical experiences the teacher can bring in the use of placing objects in these positions. The use of a flannel board will also prove effective in placing objects in specific locations.

Concept Development
Information Gathering
Visual Training

ADAPTATION

Cross Categorical

Visually Impaired
Hearing Impaired
Speech Impaired
Learning Disabled
Educable Mentally
Handicapped
(peach)

OBJECTIVE: Identify missing parts of familiar objects.

MATERIALS: Drawings of familiar objects where a part of the drawing has been cut out (retain that piece of the drawing). Teachers may make simple drawings or trace them from books. Commercially prepared materials or felt figures where a part of the figure has been cut off may also be used.

PROCEDURE: Begin by showing the child the drawing or felt figure in its whole form. Discuss what the object is and some of its detail or distinctive features. Remove the whole form from the child's sight and separate the main piece from the cut out. Replace the main piece for the child to view. Ask the child to point to "what is missing". The child should also be able to name the missing part.

If after this procedure the child is unable to point to or name the missing parts, repeat the procedure. However, instead of removing the whole form from the child's view, just remove the piece that will serve as the missing part in front of the child. Then ask the child to point to the part that you took away. Then have the child name that part.

As the child becomes more skilled, discontinue the first step and just show the child the picture with the part missing and have the child identify the missing part. Progressively, use pictures where the missing part is not quite so obvious.

Concept Development
Information Gathering
Visual Training 1

ADAPTATION
Visually
Impaired
(yellow)

OBJECTIVE: To identify an object on "sight" (tactile approach).

MATERIALS: Objects, toys, things in the environment.

PROCEDURE: This is a continuing objective in that it will extend throughout the child's attendance in the program and throughout life.

Use the tactile approach with visually impaired or blind children. That is, you present an object to the child and allow that child to feel it. Guide the child's hands over and around the object and make verbal statements about distinctive features on the object. As the child explores the object, tell the child what it is. Have the child repeat the name of the object.

Go on to another object and repeat the procedure.

Make sure you periodically review the previous objects learned by the child.

ADAPTATION

Hearing
Impaired
(green)

Personal Management

OBJECTIVE: Maintain a balance of emotions.

MATERIALS: Same

PROCEDURE: The hearing impaired child may have a difficult time maintaining a balance of emotion because of the frequency of frustrations in day to day situations. Several suggestions can be made to ease this problem.

1. Teachers should think ahead and try to predict frustrating times, ie. give clear, easy-to-understand directions near by the hearing impaired child with visual cues.
2. Teachers should use peer teaching to ease tensions during difficult activities.
3. Teachers should talk about feelings and emotions frequently, so the child doesn't feel alone.
4. Give the child an appropriate way to express emotions so that they are expressed in an acceptable manner.

Curriculum Revision

One of the most effective training features of the Project TAKE-OFF plan occurred through the process of validating, adapting, and revising curriculum when necessary for each handicapped child.

The Palo Alto Preschool Curriculum objectives were used on all children including the handicapped children in Project TAKE-OFF. Since the handicapped children were being mainstreamed into the regular classroom the objectives for all children were the same. However, when it appeared a handicapped child could not master a required skill when usual instructional techniques were applied adaptation and revisions were made. Instructional techniques and materials were made to accomodate the needs of each handicapped child.

Through deliberation about effective techniques for working with a child with a particular handicap, the Special Educator was able to do a great deal of specialized, progmatic training and to make some useful generalization about the difficulties children with certain handicaps were likely to have. Through this inductive approach which was reality based, the classroom teacher with little or no background in special education learned a great deal. The training was not only stimulating for the classroom teacher but also very challenging.

The curriculum revision process was described earlier in this manual. Through this process the Special Educator together with the classroom teacher devised methods to assist the children in mastering appropriate skills. In the paragraphs which follow, examples of curriculum adaptations and revisions are used to illustrate the techniques for teaching a blind child as much as possible about color.

Obviously, this had to be done without visual approach. What classroom teachers did learn was that a blind child could learn a great deal about colors, though having never seen them. Several methods follow, each giving an example of how goals can be adapted in a fun way for all.

Colors will be experienced through their taste and smell, not visual color.

1. Assign a taste and smell to each color (smelly markers) Red-cherry, blue-blueberry, yellow-lemon, brown-spice, green-mint, black-licorice, purple-grape, orange-orange.
2. When teaching a "color" lesson, use these smells and tastes to teach all of the children colors--they will remember surprisingly well.
3. Approach each color individually at first and work up to several colors.
4. When checking the class, have them look and discuss the likenesses and differences in the colors. When checking the blind child, tasting or smelling the colors can be used in the process of naming or differentiating them.

The values of these work sessions were many. Teachers learned to deal with specific problems children faced and to find solutions rather than focusing on a particular child's handicap.

The second set of examples of curriculum adaptations included here were worked out by the classroom teacher with the help of the Special Educator and were designed for the child with certain speech problems. These sessions helped the classroom teacher understand the special kind of help the speech handicapped child needed to function in the regular classroom.

Children with articulation and language complications will need further understanding and teacher assistance. Exposure to an enjoyment of nursery rhymes, finger plays, and poems are fun and very necessary in the development of language for children with language problems. Initially, expect the child to attend to these activities yet not have to participate. After initial exposure to these language activities, do expect group participation, without singling out that child in any way. Because of articulation difficulties, clear and correct pronunciation is often impossible so expect a good attempt but don't demand perfection. Many and varied exposures will help the most, so use your imagination and have fun.

V. TRAINING PROGRAM FOR AIDES WORKING WITH HANDICAPPED CHILDREN

Project TAKE-OFF children were able to attend Palo Alto Preschools from 6:30 a.m. through 6:00 p.m. daily. After the "regular" school day, (8:30 - 12:30) if parents wished to leave their children, the Project provided aides (one per site) whose responsibility was to assist late afternoon teachers in whose classes the handicapped children were placed. In light of the fact that these aides had certain responsibilities for the handicapped children, it was advisable to employ aides who have some formal training in special education.

Special Educators, classroom teachers, and aides worked under the supervision of the administrator. The aides were advised by the Special Educator. Primarily, they were on hand to assist handicapped children when special help was needed by the regular afternoon personnel. Aides participated in all major in-service activities attended by regular teachers and Special Educators.

Basically aides needed to acquire the same knowledge, skills, and attitudes listed for classroom teachers. However, they did not work under the direction of the classroom teacher. In Project TAKE-OFF aides were trained by the Special Educators and conferred frequently. Aides were given special instructions by the Special Educator for working with the handicapped children. Depending on the various needs of the handicapped children the aides worked both in and out of the classroom situation.

Following is a list of activities in which the aides were engaged:

1. Making "specialized" materials and games for use by handicapped children.
2. Tutoring individual Project children in all curriculum areas (according to IEP) under the direction of the Special Educator.
3. "Mainstreaming" handicapped children in small groups.
4. Carrying through behavior management systems for late afternoon.
5. Orienting afternoon staff under the direction of the Special Educator.
6. Supervising playground activities of groups of children of which Project children are members.
7. Assisting with instructions for small groups of children under the supervision of the classroom teacher.

8. Planning simple activities for all curriculum areas under the direction of the Special Educator and the Palo Alto teacher.
9. Assisting with Project children for gymnastic activities.
10. Collecting anecdotal data for each child at times during the day when the teacher is not present.
11. Assisting teachers with handicapped children during field trips and excursions.
12. Assisting staff in keeping required records on Project activities.
13. Infrequently, using the aide as an afternoon classroom teacher for short periods of time when the regular teacher is absent, to ease the change for the Project child.

The above list of activities is not comprehensive but provides a sample of activities in which aides might engage.

Aides attended as many workshops and as many other Project functions as they were able. They also "sat in" for regular classroom teachers during some in-service activities when they were conducted during school hours.

Basically, the training program for aides in contrast to the program for teachers and Special Educators was less formal and was based on the needs and talents of the individual aide and specific situations.

SUMMARY

Experience provided by Project TAKE-OFF has shaped the training program described. Success of the effort depended in a large part on the skills of the Special Educator in working on an individual basis with the classroom teacher and upon the classroom teacher's willingness to not only accept the handicapped child but try to find solutions to those problems which actually occurred.

A Final Report of Project TAKE-OFF contains more specific information about the results of the training program. However, potential users of this plan should know that as a result of the training program teachers and administrators were quite willing to enroll other handicap children outside of the Project and to use the techniques which they have learned.

The plan described in no way was intended to be a comprehensive training program for providing classroom teachers with complete expertise in the special education areas. Rather it is a plan for providing the regular classroom teacher with "on the job" knowledge, skills, and attitudes needed for working with special individual children in the regular classroom who just happen to be handicap. After sufficient experience, the classroom teacher will be able to generate, through this inductive approach, sufficient expertise to help assist in the comprehensive mainstreaming plan.

APPENDIX

ADVISORY BOARD TO PROJECT TAKEOFF

PRESCHOOL SERVICES, INC.

ARTICLES OF ORGANIZATION

Article I. Preamble

WHEREAS, Preschool Services, Incorporated has received a federal grant from the Bureau of the Educationally Handicapped to develop a model program for providing preschool services to the young, handicapped children and their families; and

WHEREAS, The officials of Preschool Services, Incorporated have the legal and practical responsibility for the conduct of the operation under the terms of the grant; and

WHEREAS, The terms of the grant specify the formation of an Advisory Board to Project TAKEOFF, which is the name of the Project,

NOW THEREFORE, the officials of Preschool Services, Incorporated establish the TAKEOFF Advisory Board and provide these Articles of Organization therefore:

Article II. Name and Character of the TAKEOFF Advisory Board

(a) The Advisory Board established by and functioning pursuant to these Articles if the TAKEOFF ADVISORY BOARD, hereinafter referred to as "the Advisory Board".

(b) The Advisory Board is organized for the purpose of providing assistance and advice to TAKEOFF Project staff and to Preschool Services Incorporated regarding those matters involved in the pursuit of objectives of the Project as detailed in the Proposal dated January 6, 1977 and in proposals for renewal of Project TAKEOFF for 1978 and 1979 fiscal years.

Article III. Membership

(a) The membership of the Advisory Board shall be appointed by Preschool Services Incorporated and shall adhere to the guidelines contained in The Federal Register dated February 20, 1975, in terms of representation and function. Membership shall be broadly based with representation as follows:

1. At least two parents for every ten children selected for the program.
2. Directors of Palo Alto Preschools where children are placed.
3. Two administrative staff members of Palo Alto Educational Systems, Inc.
4. At least four other members representing:
 - public school special education teachers
 - public school board members
 - pediatricians or physicians
 - representatives of local service agencies
 - local business persons
 - general education administrators
5. The Arizona State Director of Special Education will serve as an Ad Hoc member of the Advisory Board.

(b) At least one fourth of the Advisory Council shall consist of parents living in the geographic area to be served.

(c) The Project Director and teachers in Project TAKEOFF will serve as staff to the Advisory Board. The Project Director will be responsible for making arrangements for meetings, for preparing agenda related materials, and for carrying out those necessary details resulting from Advisory Board activities.

Article III. Functions

The functions of the Advisory Board reflect those specified in

the grant proposal and are as follows:

1. Assist activity in the planning, development and operation of the program.
2. Acquaint the community to be served with the program.
3. Disseminate information regarding the program.
4. Evaluate the success of the program.
5. Recommend children who are to be selected for the program.
6. Review the proposed program to be provided for each child.
7. Review proposals for continuation of the grant.
8. Review applications and qualifications of those persons hired to work in the Project.
9. Review related budgets and expenditures at least on an annual basis.
10. Review proposed general activities of the Project.
11. Make recommendations concerning project activities within the framework of the terms of the Grant.
12. Provide a forum for discussion about the needs of handicapped children.

Article V. Officers

(a) 1. The officers of the TAKEOFF Advisory Board shall be a Chairman, First Vice Chairman, Second Vice Chairman, and a Secretary. The Chairman, First Vice Chairman and Second Vice Chairman shall be elected initially by the Advisory Board for terms ending as follows:

(i) The Chairman to serve until the conclusion of the third funded year.

(ii) The First Vice Chairman to serve until the conclusion of the second funded year.

(iii) The Second Vice Chairman to serve until the conclusion of the first funded year.

2. The Chairman, First Vice Chairman and Second Vice Chairman shall be elected from among the members of the Advisory Board, and anything in this paragraph to the contrary notwithstanding shall serve until their successors have been elected and qualified. The TAKEOFF Project Director shall act as secretary of the Advisory Board.

(c) The First and Second Vice Chairman shall be equally officers of the Advisory Board, but their designation as "First" or "Second" shall determine the order of their succession to the duties or office of the Chairman in his absence. A Vice Chairman shall preside at a meeting of the Advisory Board whenever the Chairman is not present. In the event that an officer should leave the organization, an election will be held to fill the vacancy at the next Advisory Board meeting.

(d) The Secretary shall take the minutes of meetings of the Advisory Board thereof, and keep the records and accounts of the Advisory Board.

Article VI. Administrative and Fiscal Agent

Subject to Article V (a) Preschool Services, Incorporated is designated as the administrative and fiscal agent of the Advisory Board.

Article VII. Meetings

(a) The Advisory Board shall have meetings every other month during the grant period.

(b) The Advisory Board may fix the times and places of its meetings. If it does not do so, the Chairman may assume and perform this duty.

(c) Other meetings may be held as fixed by the Advisory Board, on call of the Chairman, or on demand therefore by not less than twenty-five percent of the board membership. Notices of all meetings shall

be sent to all members of the Advisory Board not less than ten days in advance thereof.

The fixing of times and places for meetings and the giving of notice therefor shall be as appropriate to the business thereof: provided that, unless the Advisory Board otherwise directs, notices of committee meetings shall be sent by the Secretary.

(d) The members of the Advisory Board shall be entitled to one vote each. No action of the Advisory Board shall be binding unless taken at a meeting at which a majority of the total number of votes in the Advisory Board are cast in favor thereof. Action of the Advisory Board shall be only at a meeting at which a majority of the members are present.

(e) Except to the extent that the provisions of these Articles to which a particular item of business may apply, or require, the parliamentary authority governing the conduct of meetings of the Association and its committees shall be Roberts Rules of Order, Revised.

Articles VIII. Amendment of Articles

These Articles of Organization may be amended at any meeting of the Association, but only if:

1. Notice of the proposed amendment, including the general text thereof, has been given in writing to each member of the Advisory Board at least ten days in advance of the meeting at which it is to be considered: and
2. At least one-half of the membership of the Advisory Board are present and vote in favor of the amendment.

**Preschool
Services, Inc.**



P.O. Box 1785
Scottsdale, Arizona
85252
(602) 994-9321

Parent Questionnaire For Project TAKE-OFF

Dear Parents,

In order to help us in the improvement of our program here in Project TAKE-OFF, we would appreciate your input in regards to how you have felt about the contact and help which you have or have not received from us. Please put a plus (+) if the contact in each of the areas below has been positive, a minus (-) if the contact seemed to be negative, or no mark if the contact was neutral.

We appreciate your time and assistance in this matter.

1. Parent contact with Project Teacher. _____
2. Parent/Teacher conferences. _____
3. Reports sent home; i.e., What We Did Today, IEP's. _____
4. Your own involvement in the program both here and at home. _____
5. Parent contact with Project Administrator. _____
6. Parent contact with Parent/Family Coordinator. _____
7. Parent Group Meetings. _____
8. Phone calls from Project staff. _____
9. Parent contact with afternoon aides. _____
10. Parent contact with Project staff in helping to obtain outside services. _____

Please state below needs you feel that should have been met, but were not met to your satisfaction by Project TAKE-OFF.

Please state below needs you feel that were met satisfactorily by
Project TAKE-OFF.

Additional Comments:

Signature _____

Forwarding Address so we can keep in touch with you.

PROJECT TAKE-OFF INFORMATION RECORD

The purpose of this record is to help the staff and you, the child's parent, gain a better understanding of your of your child's adjustment and development. Please feel free to add any additional information given in this record. All will be held in strictly confidential files. You have the right to withhold any information deemed not appropriate. Thank you for your cooperation.

DATE

I. General Information

Child's Name _____
LAST FIRST MIDDLE

Home Address _____
STREET CITY

ZIP PHONE

Nickname _____ Do you want a nickname used? Yes No

Sex: M F Birthdate _____
MONTH DAY YEAR

Place of Birth _____
CITY STATE COUNTRY

Adopted _____ Date of Adoption _____

Has your child had a previous group experience?

Sunday School _____	Give dates of attendance and name of school.
Private School _____	
Public School _____	
Church Preschool _____	
Daycare _____	
Other _____	

Parent's Name: _____

Age Group: Under 20, 21-29, 30-40, 41-50, 51 or over?

Family Doctor _____

Address _____

Date of Last Visit _____

II. Description of Problem:

Please describe in as much detail as necessary what you feel is your child's problem.

III. Birth and Pre-Natal History

A. Conditions During Pregnancy

1. Did you contract any illnesses during your pregnancy?
If so, please explain.

2. Did you experience any false labor? _____

3. Was there any Rh incompatibility? _____

4. Were you under a physician's care during your pregnancy?

5. Was your pregnancy full term? If no, how many months? _____

6. Did you experience any injuries during your pregnancy?

7. Did you experience any unusual emotional stress during your pregnancy? If so, please explain.

8. Did you smoke during your pregnancy? _____

9. Were there any other unusual conditions you feel were important? Please explain.

B. Conditions During and Immediately After Birth

1. How long did your labor last? _____
2. What was your child's weight at birth? _____
When did he regain his birth weight? _____
3. Was it a normal delivery, breech, or cesarean? Please explain if necessary.

4. Were any instruments used in delivering your child?

5. Were there any injuries to your child during delivery?

6. Were any anesthetics used? _____
7. Did your child experience any lack of oxygen during delivery? If so, for how long? _____
8. Did your child experience yellowing of the skin (jaundice) at birth? _____
9. Did your child have difficulty breathing when first delivered?

10. Were there any scars, bruises, or physical deformations visible at birth? _____
11. Were there any feeding difficulties? _____
12. Were there any other conditions present during or immediately after birth that you feel were important? _____

13. Congenital defects, please specify. _____

IV. History of Illnesses

1. Please check any of the following illnesses which your child has had. Please specify the length and degree of any accompanying high temperatures.

Measles _____
Whooping Cough _____
Scarlet Fever _____
Mumps _____
Chicken Pox _____
Influenza _____
Diphtheria _____
Meningitis _____
Encephalitis _____
Epilepsy _____
Tonsillitis _____
Otitis Media _____
Severe Colds _____

3. Were there any other major illnesses which your child has had?

4. Has your child ever undergone surgery? If so, please explain.

5. Does your child have any allergies? If so, please list and give age at which they were discovered.

6. Has your child every experienced any seizures or convulsions?

7. Has your child ever broken any bones? If so, which ones and at what age?

8. Has your child ever experienced black outs, fainting or unconsciousness?

V. Family History

1. Please list number of siblings and ages:

2. Have any family members experienced speech and language problems? If so, please describe:

3. Do any other major illnesses exist in the family? If so, please explain and state relationship of family member to child.

VI. Developmental History

A. Motor Development

1. At what age did your child first crawl? _____ First sit-up? _____ First Walk? _____
2. Does your child prefer one hand over the other? _____ If so, which one? _____
3. Does your child have a distinctive gait? If so, please describe. _____
4. Does your child lose his balance easily? _____
5. Does your child fall a lot? _____
6. What type of activities does your child enjoy most? _____
- _____
7. At what age did your child begin eating without assistance? _____
- _____
8. At what age was your child toilet trained? _____
9. Does your child dress themselves? _____

B. Emotional Development

1. Does your child have trouble sleeping? _____
2. Does your child eat well? _____
3. Does your child tend to cry a lot? _____
4. Does your child enjoy being around objects more than people?

5. Does your child laugh in response to funny situations?

6. Does your child become uncontrollably angry in some situations?
If yes, in these situations is something occurring directly
to anger him or does he sometimes become angry at what
seems to be nothing. _____

7. Does your child tease other children or siblings frequently?

8. Does your child react with fear when separated from a parent
or parents? _____
9. Do you think your child is basically a happy or unhappy
child? Explain. _____

10. Please describe in as much detail as necessary a typical
routine day for your child. Use back of page if necessary.

C. Auditory Behavior

1. Does your child use his hearing to learn about things
around him? _____
2. Does he respond to most loud sounds? For example, a door
slamming, a loud T.V., the telephone? _____
3. Does your child respond to someone talking to him? How?

4. Does your child hear things but not respond to them? Please explain. _____

5. Does your child ever react to sounds as if they were causing him pain? _____
6. Does your child ever show fear of sounds? _____
7. Does your child ever seem to ignore sounds on purpose? _____
8. Please explain any other responses not listed here that your child may display in reacting or not reacting to sounds.

D. Language Behavior

1. Did your child babble when your and at what age? _____
2. Did your child use gestures to communicate? If so, were these successful? _____
3. As an infant, did your child vocalize for pleasure? For example; cooing, playing with sounds. _____

4. Did or does your child repeat other people's speech? _____
5. Does your child appear to understand when he is spoken to? _____

6. Did your child ever start talking and then stop? _____
At what age? _____
7. At what age did your child say his first word? _____
What was that word? _____
8. At what age did he first combine words into simple phrases? _____

9. How does your child communicate with others now? _____
What kinds of things does he do? _____
10. Does anyone have difficulty understanding your child's speech? Who? _____

E. Comparison

Please give an overall comparison of your child's development as compared to his siblings. Use as much detail as necessary.

VII. Routines

A. Sleeping Habits

1. Regularly sleeps in bed alone or with someone else? Whom?

2. Has his own bedroom or shares with someone else? Whom?

3. Who usually puts the child to bed? _____
4. Are there any problems associated with bedtime? _____
If yes, please explain. _____
5. Regular bedtime is approximately _____
6. Usually awakens in the morning at _____
7. Usual sleeping habits are sound _____ restless _____ other _____
If other, please explain. _____
8. Does your child regularly take naps? _____
If yes, what is the usual duration? _____
Does he nap in the a.m. or p.m.? _____
9. At naptime, does your child sleep or simply rest? _____
10. How often does your child experience bad dreams?
Never _____ Seldom _____ Often _____ Very Frequently _____
11. Does your child describe his dreams? _____
12. How long does your child sleep? _____

B. Elimination

1. At what age did toilet training start? _____
2. General response in training. _____
3. Is control now established during the day? _____
During the night? _____
4. Independently goes without reminder? _____
5. Term(s) used for urination? _____ Bowel movement? _____
6. State any irregularities or difficulties connected with toileting. _____
7. Experiences toileting away from home, please describe.

C. Self-help

Circle those things which the child does for himself.

Underline the things which the child does partially himself.
yet needs some assistance.

Dresses himself, undresses himself, washes face, washes hands,
bathes himself, puts on out-of-doors dress, takes off out-of-doors
dress, puts toys away, laces shoes, brushes teeth, combs hair.

State the child's usual response to self-help training. _____

D. Eating Habits

1. As a rule, your child's appetite is poor, fair, good, or
excellent? _____
2. Your child eats alone or with the family? _____
3. Eating skill; feeds self, needs help, very dependent?

4. Your child has demonstrated preference for his left hand,
right hand, neither? _____
5. Does your child have any allergic reaction to foods?

6. List any food eliminated by doctor's orders. _____
7. How does your child approach new foods? With ease, hesitantly,
or rejection? _____
8. Family requires all foods to be tasted, eaten, clean plate
before desert, allow child to decide amount and kind of
of food to be eaten? _____

What method is used to get the child to eat? _____

By whom? _____

VIII. Behavior

A. Social Play

1. Does your child play alone? Seldom _____ Sometimes _____
Often _____
2. Does he usually display happiness and/or contentment in
this type of play? _____
3. Does your child frequently play with children his own age?

4. Does your child seem to prefer older, younger, or same age
children? _____ No preference _____

5. Does your child seem to prefer or need adult presence in play activities? _____
6. How would you describe sibling rivalry within your family?
Very great _____ Great _____ Little _____ Very Little _____
7. Does your child invite other children to his home?
Seldom _____ Sometimes _____ Often _____
8. Does your child visit other children's homes?
Seldom _____ Sometimes _____ Often _____
9. Does your child have a regular "special time" with mother?
_____ With Father? _____
10. What activity usually prevails? _____
11. Does your child regularly watch T.V.? How many hours per day? Special category of programs? _____

B. Facilities For Play

1. Indoor space _____

2. Equipment _____

3. Favorite activity _____

4. Outdoors space _____

5. Equipment _____

6. Favorite activity _____

7. How closely do you supervise outdoors play? _____

Indoor play? _____

C. Emotional Adjustment and Discipline

1. Does your child have any observed fears? If yes, please describe. _____

2. What was the response by your child when he was left with a babysitter for the first few times? _____

 3. What is his current response to the babysitter? _____

 4. What is your child's response to family or extra family crisis? _____

 5. What method is used for control and guidance of the child by the parent? _____

- The child's response? _____
- Does any other person have control and guidance? _____
- If any, who? _____
- What method is used for control and guidance by this person? _____
- The child's response? _____

IX. Miscellaneous

When a parent cannot be contacted, who should be contacted in case of an emergency?

	NAME	ADDRESS
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

In the event of an emergency, if neither parent can be reached, do we have your permission to take your child for examination and whatever treatment may be necessary?

Signature of Parent _____

COMMUNITY AND OTHER AGENCIES

Arizona State University,
Speech and Hearing Clinic
Arizona State University
Tempe, AZ 85281
965-2373

Full range of diagnostic and
therapeutic services for children
and adults with communica-
tion disorders.

Ages 0-22: HH, SPH, TMH

Camelback Hospital Mental
Health Center
6411 E Thomas Road
Scottsdale, AZ 85251
947-6353

Psychiatric evaluations, psy-
chological testing; individual,
family, and group therapy;
hospitalization; day treatment.
Ages 3-22: EH, LD.

Central Arizona Child
Evaluation Center
200 N Curry Road
Tempe, AZ 85281
244-9471

Interdisciplinary diagnostic/
prescriptive evaluation of
severely impaired, multiply
handicapped with emphasis on
preschool or early childhood
age.

Ages 0-21: EMH, EH, HH, MH,
PH, LD, SPH, TMH, VH.

DES Bureau of Mental Retardation
District I Community MR Services,
815 N 18 Street
Phoenix, AZ 85006
271-3817

Full-range services to mentally
retarded.

Ages 0-22: EMH, MH, TMH.

Devereux Day School and Clinic
6404 E Sweetwater
Scottsdale, AZ 85254
948-1950

Day school program for EH, SLD,
autistic children. Parent
counseling services, diagnostic
evaluations, and testing.

Ages 2-22: EMH, EH, LD, SPH, TMH.

Foundation For The Blind
3720 N 75 Street
Scottsdale, AZ 85251
947-3744

Provide various materials for
visually handicapped, daily pre-
school classes, orientation and
mobility instruction, counseling
and parent groups, supervises
teaching agencies, operates
summer recreation program.

Ages 0-21: VH.

Gompers Rehabilitation Center, Inc.
7211 N 7 Street
Phoenix, AZ 85020
943-3483

Rehabilitative services, diagnosis,
treatment and therapies in psy-
chology, audiology, speech and
language, physical therapy, and
occupation therapy. Education
program for preschool, elementary,
and high school for various handi-
capping conditions.

Ages 0-22: EMH, EH, HH, MH, PH,
LD, SPH, TMH.

Good Samaritan Hospital Disabilities
Center

1033 E McDowell Road
Phoenix, AZ 85062

257-2000, Ext. 4225

Complete interdisciplinary diagnos-
tic workup-medical, educational,
psychological, social, psychiatric,
neurologic, speech pathology.

Ages 1½-8: EMH, EH, HH, MH, PH, LD,
SPH, TMH, VH.

Jane Wayland Center
4621 N 16 Street, Suite 401
Phoenix, AZ 85014
248-8448
Day treatment and residential programs. Also, out-patient services for children and parents.
Ages 0-16: EH, MH, LD.

Maternal and Child Health Bureau,
Department of Health Services
Children's Hospital
Tempe, AZ 85281
244-9471
Test for hearing impairment and screen for vision defects, conduct vision screening training programs, and consultation services on vision.
Ages 0-22: HH, VH.

Mesa Association for Retarded Citizens
525 S Wilbur
Mesa, AZ 85202
969-0792
Prescriptive programs for handicapped infants, preschool children, and adults.
Ages 0-22: EMH, MH, PH, LD, SPH, TMH.

Phoenix Day School For The Deaf
1935 W Hayward Avenue
Phoenix, AZ 85021
271-3448
Educational day program for hearing impaired children from birth to 13 years of age. Free transportation provided. Serves: HH.

Tri-City Mental Health Center
1400 S Dobson Road
Mesa, AZ 85202
834-1411, Ext. 311
Out-patient mental health services, alcohol and drug abuse treatment. Special classes for emotionally disturbed children, school consultation. Community consultation and education. Serves: EH

Tempe Center for the Handicapped
1724 S Ventura Drive
Tempe, AZ 85281
966-6287
Therapeutic/educational services for MR, physically handicapped, language impaired, autistic, and multi-handicapped children. Also, adult workshop.
Ages 0-22: EMH, MH, PH, LD, SPH, TMH.

Upward Foundation, Arizona Preschool
3306 N 7 Street and 1 E Madison
Phoenix, AZ 85014
279-5801
Infant home training and preschool education programs for developmentally delayed, with speech, physical, and occupational therapy. Adult vocational training for work adjustment.
Ages 0-22: EMH, MH, PH, LD, SPH, TMH.

United Cerebral Palsy Association of Central Arizona
5719 W Northern Avenue
Glendale, AZ 85301
247-4396
Infant intervention and development project; physical, occupational, and speech therapies.
Ages 0-12: MH, PH, LD, SPH.

I. Children's Pertinent Data

Stephen Arnold
2024 W Pasada
Mesa, AZ 85202

Male

Date of Birth: 12-24-74

Mother: Connie Arnold

Date Entered: 10-2-79

Age: 4yrs, 10mos

Father: Deceased

Date Exited: 6-30-80

Age: 5yrs, 6mos

Phone:

Home: 839-2231

II. Educational Progress and Recommendations

Stephen Arnold entered Project TAKE-OFF in October of 1979. Upon entrance, Stephen communicated in poorly articulated phrases, lacked attending and classroom management skills and expressed an unwillingness to interact with or participate in academic activities and games. His frustration with the above pre-kindergarten skills was expressed with disruptive behaviors both verbally and physically. Using a strict behavior management system and varied tutoring approaches (three 20-minute small group sessions per week, three 25-minute individual sessions per week, large group activities continuously) Stephen has exhibited growth in many areas.

Maintaining a steady routine with a consistent teacher, provides Stephen with enough structure to enable him to function with little added assistance from the classroom teacher. However, when these variables change, Stephen will often resort to his previous disruptive behaviors for a short adjustment period. Stephen is now willing to choose activities that he is able to complete independently and enjoys small group alphabet and math sessions. Though he has not been able to retain pre-reading concepts (alphabet letters, etc.) and math concepts according to his age level, overcoming his previous attitudes and behaviors is a prerequisite and significant area of growth. For a more complete academic overview, refer to Stephen's evaluation cards in his packet.

It is recommended that Stephen enter a half-day, structured, low-ratio program, supplemented with pre-speech, language stimulation, and motor therapy. A complete educational evaluation is also recommended to examine the possibility of learning difficulties. Stephen functions best under a low stress, structured program of study. With a year in this type of setting, it is hoped that Stephen will mainstream into a "normal" classroom setting with special supplemental services.

Stephen Arnold

III. Placement Activities

District: Mesa School District
549 N Stapley Drive
Mesa, AZ 85203
964-6116

School:

Contacts: Jane Ann Hughes
Jordan School Psychologist
831-5542

**Preschool
Services, Inc.**



P.O. Box 1785
Scottsdale, Arizona
85252
(602) 994-9321

PARENT SURVEY

1. What do you feel Project TAKE-OFF should have supplied to you as a parent with a child in our program?

- 1a. How well do you feel we accommodated your needs?

2. What benefits do you feel your child has received during his/her stay in Project TAKE-OFF?

3. What benefits do you feel you received as a parent in Project TAKE-OFF (i.e. workshops, parent meeting, IEP Conference, phone contacts or any other benefit which you might have received).

4. How well do you feel that the Palo Alto Preschool teachers and the Project TAKE-OFF teachers were able to team their efforts in mainstreaming your child?

Preschool Services, Inc.
Parent Survey
Page Two

5. How do you feel the classroom responded to your child and his/her needs?

6. How well do you feel the Palo Alto Preschool physical layout was able to meet with the needs of your child?

- 7a. How well do you feel you were supplied with the necessary resources (people and places) for the transition of your child, in preparing for the termination of Project TAKE-OFF?

- 7b. How well do you feel we supported you throughout Project TAKE-OFF?

Preschool Services, Inc.
Parent Survey
Page Three

Your project teacher will be speaking with you about arranging a time during the first week of May to schedule an exit interview with you.

The entire staff of Project TAKE-OFF would like to take this opportunity to thank you for your participation in our program. We would further like to express our appreciation for all the time and cooperative efforts which helped make this project possible.

If you would like to take a moment to comment on any other aspect of Project TAKE-OFF please do so.

[illegible]

PREFACE

This General Guide is designed to supply information about the Palo Alto Preschool Program, its underlying philosophy, a description of each program area, directions for planning and implementing the program, suggested scheduling, a description of the evaluation system, a discussion of related services, a method of self-study and other related information.

The General Guide contains the basic framework for the total Palo Alto Preschool Program. It is to be used along with each of the curriculum area Guides and other official publications for complete information about the Program.

This revised Guide as well as the original version was prepared by Dr. Helen Hartle, Chief Program Designer for Palo Alto Preschools, Inc. Others involved in the original design of the program were Dr. William Savard, Dr. Leon Burton, Juanita Kendrick and Mrs. Margith McKean, editor and typist.

This revision of the Palo Alto Preschool Program is enriched by the large number of Palo Alto Preschool Directors and Teachers who in the past ten years have been instrumental in successful program implementation.

The improved evaluation system was devised by Barbara (Buffy) Owens, Palo Alto Preschool Vice President and Educational Coordinator, along with several Palo Alto Preschool Teachers. They were; Connie Anderson, Brooke Erie, Helen Stien, Sharon Shurtz and Diane Yander.

INTRODUCTION

Over the last two decades the number of children attending pre-school programs has increased dramatically. In part that growth has been due to the increase in the number of mothers entering the labor force. However, a large number of parents are realizing the importance of early education for the effective development of their children, and are seeking sound early education programs.

The Palo Alto Preschool curriculum was developed over the past ten years and has been implemented in sites in Arizona, California, Colorado and Hawaii. Thousands of children between two and one half and five years of age have attended Palo Alto Preschools in these locations.

The authors of the Palo Alto Preschools curriculum and the directors and teachers who implement it provide a comprehensive curriculum designed to promote the total growth of the child. They are devoted to the central goal of helping the child to become an effective, efficient, well-rounded happy human being throughout his life.

I. THE PALO PRESCHOOL PROGRAM

Presented in the following pages is a description of the Palo Alto Preschool Program; a comprehensive design covering every aspect of the child's day. The program presented here is complete, consistent and well tested over a period of at least twelve years by thousands of children between the ages of two and five. "This designed totally with the welfare of the child in mind".

Underlying Philosophy

The frame of reference for the Palo Alto Preschool Curriculum is the normal growth and development of the child. It is the belief of the designers that these growth and development characteristics are not the usual fixed, out-of-date lists normally found in most early childhood materials. Rather child growth and development characteristics as they are used here are based on real experiences with today's children and change as the children change.

The Palo Alto Preschool curriculum utilizes the beliefs of a number of theorists in an eclectic way; that is, parts of theory from variety of sources are reflected in the program. Those theories supported by Jerome Bruner are probably the most prominent. Bruners' beliefs is that a child can learn anything at any age through the right approach.

Each of the curriculum areas has also been designed from a theoretical framework which simply described resembles the "structure of the discipline" approach used by many curriculum writers. However, the Palo Alto Preschool version of what the "structure" of each discipline is differs from most other curriculum writers. The designers were ruled by what they believed preschool children needed to learn in a particular discipline that would be meaningful at that point in their lives and those learnings that lead to eventual mastery in a curriculum area. In other words it is not only a curriculum for the preschool child today, but it is one which will lead to higher order level skills, knowledge and attitudes that will last throughout his life time.

The approaches or methodology used reflect basic beliefs about children and how they learn. These specific basic beliefs will become evident as the curriculum is used. In general it can be said that the Palo Alto Curriculum designers believe that children need to master those skills which will enable them to learn more effectively and efficiently. In this respect the curriculum can be described as "process" oriented. It attempts to teach children how to learn.

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Many programs claim to be "individualized" when in fact in actual practice there is little individualization. Apparent through the various operational systems devised by the curriculum designers, the Palo Alto Preschool Curriculum is indeed an "individualized" approach, reflecting the belief that each child is different, learns at his own pace and in his own way. At Palo Alto Preschools children are grouped for instruction based on what they are actually able to do rather than on chronological age, a practice which is widely employed in many of the preschool programs in the Nation.

Further, the Palo Alto Preschool curriculum addresses the child's needs in social, physical, emotional and intellectual growth areas. No one area is superior. It is believed that a child must learn to use his body as effectively as he uses his mind, that he must learn to relate effectively with others, that he must learn to handle his emotions and that success in those four areas will assure a well rounded, happy effective human being.

Unique Features

Among the unique features of the Palo Alto Preschool Program; several are selected for discussion here. Others will be evident as preschool personnel use the curriculum.

The Four Stage Learning Process

The first of these is the "four stage learning process" used throughout the program. (see figure 1) This feature lifts the Palo Alto Preschool Curriculum out of the realm of a "paper-pencil" curriculum or the "play school" type of program. It is based on a belief about the way children learn best.

The four stages described below are as follows:

1. The personal - physical stage
2. The concrete - manipulative stage
3. The semi-concrete - symbolic stage
4. The abstract - application stage

The Personal - Physical Stage

This stage is a very basic step in the learning process. It is not confined to very young children even though this stage can be more easily identified in the very young child. When a child or individual is faced with a new task or concept it has been found

(continued)

that more learning takes place when the approach is personalized and presented on a physical basis which he can actually experience. For example, if the concept a child is to learn is "wet," the best first step is to give the child the opportunity to feel what it is like to have a "wet" hand or a "wet" face or better still a "wet" body (during a "sprinkler" activity perhaps). Through this approach he has firsthand personalized experience with the concept. Too many times assumptions are made that a child has had these personal, firsthand experiences, when in fact he has not.

Much of the Palo Alto curriculum particularly at the entry level, utilizes the personal-physical approach to learning. Almost everything a child needs to learn can be broken down and traced back to the personal physical stage. This approach becomes more critical in those instances where children are not likely to have had experiences. For example, children from a very metropolitan area are not likely to have the very basic experiences rural children have. Therefore, the Palo Alto curriculum contains a lot of activities so that children will have the basic experiences which are necessary for learning.

The Concrete-Manipulative Stage

The next step used in the Palo Alto Preschool Curriculum is the concrete-manipulative stage. After the learner had a personal, physical experience with a concept he is ready to deal with it at this second stage. Using the example described in preceding stage, where the child is learning the concept of "wet," in this second stage, the teacher would have objects which he could touch to determine whether they were wet or dry. Extended further he would be able to make objects wet or dry. The difference between the first and second stage is that he is manipulating objects outside of his body or person. Many of the toys and teaching materials used at Palo Alto Preschools are selected for the development of this second stage of learning.

The Semi-Concrete Symbolic Stage

This stage is often called the "paper-pencil" stage. Unfortunately too many programs begin and end with this stage, particularly those which are almost totally workbook or "ditto" programs. Children are often "rushed" to this stage before they have had the appropriate basic experiences described in the last two stages. At this point the child will be working with symbolic representations to accomplish a task. For example, he may be given pictures of two or more objects, some which are wet and some which are dry.

THE FOUR STEP LEARNING PROCESS

1



Personal/Physical

Child is physically in a triangle.

2



Concrete/Manipulative

Child manipulates the triangles.

3



Semi-Concrete/Symbolic

Child is asked to put an "X" on a triangle.

4



Abstract/Application

Child has a triangle in his mind's eye, and knows how to use it.

(continued)

and be asked to put a mark on those objects which are wet. If he has had little or no personal experience with the concept he might very well be unable to tell that an object which appears to have drops of water falling from it is wet. Picture representations are often poor which complicates the problem. This is an important stage in the process, but the Palo Alto Preschool Program is not confined to this stage.

The Abstract-Application Stage

Many programs begin and end with the previous stage, the semi-concrete symbolic stage. Very few carry learning to its logical conclusion. Only when a learner has progressed through the previous stages is he ready for the abstract-application phase. To think abstractly a child must have mental images of objects and he can only get these through experience. Therefore, the child who has had basic experiences with the concept "wet," should have mental images required for working with the concept of wet. When the teacher asks him to think of something that is wet he will no doubt be able to think of something and tell what it is. To take this learning to the final important stage, the child should be able to follow a teacher's direction to hang wet towels on a line, or to hang wet paintings on the fence to dry. This of course, is a simple example, but it illustrates the point. Many programs fall short of making practical applications of what the child has learned. The expectation is that the learner will automatically transfer what he has learned to the "real" world, but both research and practical experience indicate that transfer of learning cannot be taken for granted. Therefore, the Palo Alto Preschool Curriculum is designed to help the learner make practical application of what he has learned.

This four stage learning process has been very useful in dealing also with the child who is having learning difficulties. If, for example, a child is unable to follow directions when he is asked to put a particular object between two others, the teacher may work back through the stages to the point where it is clear the learner has some understanding of the concept "between." When she believes he has a basis of understanding, she then moves him step by step until he is able to handle the concept at the abstract-application stage.

BALANCE

The Palo Alto Preschool Program has been designed to give the child a wide variety of experiences. However, the ultimate success of the program depends a great deal on how it is put together. The key

VIGOROUS ACTIVITY
MODERATE ACTIVITY
QUIET ACTIVITY

PHYSICAL
MENTAL
SOCIAL
EMOTIONAL

INDOOR
OUTDOOR
OUT-OF-CENTER

SOLO ACTIVITY
CHILD-TEACHER
PARALLEL ACTIVITY
SMALL GROUP ACTIVITY
TOTAL GROUP ACTIVITY

BALANCE

CUSTODIAL-CARE
INSTRUCTIONAL
SEMI-FORMAL
UNSTRUCTURED

MALE ACTIVITY
FEMALE ACTIVITY
NEUTER ACTIVITY

RECEIVING
PERFORMING
CREATING

FAMILIAR EXPERIENCES
UNFAMILIAR EXPERIENCES

(continued)

to successful planning is balance. (See figure 2). If a child is to have successful preschool experiences, and if he is to be as receptive as possible to what is presented, a number of factors must be kept in mind in planning his program. All of them have to do with achieving a balance that is appropriate for each child--and as conducive as possible to his maximum growth and development. The exhibit on the following page summarizes those important factors. The successful balance of all these factors can occur only through careful planning and frequent assessment of schedules. Also required is frequent alteration of schedule plans and routines so that the child can get the variety of experiences he needs.

1. Physical-Mental-Social-Emotional:

A wide variety of activities can be found in the Palo Alto Preschool Program which give a child the experiences he needs to grow properly physically, mentally, emotionally, and socially so that he will become a well-rounded human being. It is necessary for the staff to consider in their planning that the child will need opportunities to develop in all areas. At times it will appear that the child is developing more in one of these areas than another--this is quite normal. Nevertheless, plans should be scrutinized to be sure that opportunities for development in each of these areas are always present. The Palo Alto Preschool Program stresses the importance of each of the areas, and the danger of pursuing activities in one or more areas at the expense of the others. Growth and success in each of these areas is interdependent, and cannot really be separated.

Physical, Intellectual, Social and Emotional areas

In order to help the child develop to his fullest potential in all areas listed above, the schedule is planned so that skills, knowledge and attitudes are developed in all of these areas and that a balance offering of each is provided for throughout each day. The curriculum contains goals and objectives for all of these areas.

2. Indoor/Outdoor/Out-of-Center

Children become as bored without frequent changes of scenery as adults do. It is healthful for them to get out of doors frequently to get fresh air, and to release some of the pent-up energy that being indoors too long can create. Frequent, well-planned, short and long range field trips should be scheduled

(continued)

to extend those experiences which the child gets at the center. Long-range plans should be checked to be certain that this kind of balance is present.

Not only are facilities used more effectively when activities take place in the variety of sites described above but the potential for learning is also improved and the child is enriched. Attention is given to a balance between indoor and outdoor activities, and many times "indoor" type activities are carried on outside in very effective ways. Field trips are a frequent occurrence at Palo Alto Preschools. It is the belief of the designers that the children need to be out in the community as often as possible. In addition to affecting balance the field trip plays a very significant role in the Palo Alto Preschool Curriculum which is described later in this document.

3. Custodial-Care/Direct Instruction/Semi-Formal/Unstructured-Free:

The four main activity categories of the Palo Alto Preschool Program are: Custodial-Care, Direct Instruction, Semi-Formal, and Unstructured-Free. Because of the physical requirements of the child, custodial-care activities must occur every day. However, it is important in planning to be sure that these activities do not take an inordinate amount of time. Daily and weekly schedules should be examined to be sure that each child is getting a balance among all of the categories of activities. Many times it is possible to trace discipline problems back to the fact that one or more of these categories is being emphasized at the expense of the others. Time requirements for each of the categories will differ for each child, therefore, it will be necessary to look at scheduling for each child to determine whether a balance is being maintained. The individualized approach of the Palo Alto Preschool Program is conducive to this kind of planning. This aspect is discussed more fully later in this guide.

4. Familiar/Unfamiliar:

Young children feel comfortable and secure with those activities with which they are most familiar; adults often tire of repetition long before children do. Repetition to a certain extent is enjoyable and profitable to the young child. However, if a child is to grow and develop, he must be introduced to new things. Planning, therefore, must reflect a balance between familiar, and unfamiliar experiences. It is always advisable to begin with

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what the child knows, and then progress to what he doesn't. The activities described in each of the formal Palo Alto Program Guides use this approach, along with the technique that new experiences should be taught moving from physical involvement by the child, to object-concrete, to semi-concrete, and finally to abstractions. These techniques are built on acceptable child development research about the way young children learn. With this technique, children will approach a new or unfamiliar task with confidence and comfort. A balanced schedule will assure success for the child.

5. Receiving/Performing/Creating:

To be successful in any area, an individual must successfully perform three roles. The first role is normally that of a receiver of information about a skill or task so that he will know what it is. The second role, and one which should be encouraged soon after receiving information, is that of a performer where the learner tries to do what he perceives the task to be. Finally, the learner should be encouraged to use the skill he has perceived and learned in a creative fashion. To give the child opportunities to exercise all three roles in appropriate balance, schedules should be analyzed to be certain that the child is operating effectively in each of the three roles. The underlying purpose of learning skills is to give the child what he needs to be able to create new things or ideas to his satisfaction. Activities in each of the Guides represent these three roles, but staff members must be sure that in putting the schedule together the opportunities are given in balance.

6. Male/Female/Neuter:

Traditionally, most of the activities, toys and expected behaviors in preschool programs could be classified as female oriented. This is not surprising, since so many of preschool teachers have been women. This circumstance has been given as an important factor in the failure of many little boys in primary education. The Palo Alto Program has taken this fact into consideration, and attempts have been made to include more masculine types of toys and activities in the program. Of course, unless care is exercised in scheduling, this balance will not be automatic. The employment of male personnel at centers helps to insure some balance, but center personnel should examine activities to be sure that opportunities are available for both boys and girls. A word of caution should be given to refrain

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from labeling activities either male or female; or from preventing boys from playing in the doll corner, or girls from playing with the tools. The important point to remember is that this variety of opportunities is presented.

7. Solo/Parallel/Small Group/Large Group:

In the span of a lifetime, individuals must learn to be alone, to work or play alongside others, to operate in small groups, and to perform in large groups. Therefore, the Palo Alto Preschool Program designers believe that a child's day should contain opportunities for him to work and play in all of these situations. Successful planning includes the examination of the child's schedule to be sure that a balance among all of these situations is present. Children differ in their preference for participation in group sizes; however, when the opportunities are presented as part of a daily routine, they soon become accustomed to functioning with the various sized groups. The nature of the grouping process, as planned by Palo Alto Educational Systems, Inc., depends upon flexibility in grouping. The multi-aged grouping procedures make possible opportunities for children to interact with one another, or many other children. The individualized approach makes it possible for the child to work alone from time to time. The final ingredient for a successful balance is careful teacher analysis to be sure that the balance occurs.

The child's day at Palo Alto is divided among these various groupings to give him experience in working under each circumstance. He should have an opportunity to work or play alone and enjoy his own company! He should have an opportunity to participate in a group so that he will be a leader; at other times he should have experience in being a follower or a group member.

8. Vigorous, Moderate and Quiet Activities:

The nature of the human being is such that he needs rest and change. It is virtually impossible for a person to operate at a total involvement level at all times. He needs a variation in the degree of participation in events around him if he is to survive. Therefore, it is important for the staff to examine the schedule for each child to be certain that there is a variety and a balance in activities. Nap time and rest time are general practices, and do give the child the opportunity to relax. The remainder of the day should include a balance between

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active and passive activities. It is good practice, from the standpoint of health and discipline, to plan activities so that very active ones are followed by ones which require less strenuous activity and attention. It is important to keep the schedule moving, and the transition from one activity to another smooth and orderly. This can only be accomplished by careful planning, efficient procedures, and an appropriate balance of child and teacher participation requirements.

Effective teachers find that varying the types of activities throughout the day is often the secret of successful classroom teaching. Childrens' attention span is often shortened by the practice of carrying on of one type of activity for too long a period.

Therefore, Palo Alto Preschool teachers try to plan activities which will provide a frequent change of pace. When children are subjected to prolonged periods of vigorous activity they may either tire or become somewhat hyperactive and out of control. Schedules are planned so that there is a balance in the types of activity. A less vigorous activity is followed by quiet time activities, instead of expecting the child to move immediately from vigorous to quiet activities.

9. Balance in Curriculum Areas:

The nature of the planning and evaluation system used by the Palo Alto Preschools requires the teacher to provide for each of the curriculum areas throughout the day and over the period of a week. Within flexible limits the child will have opportunities to develop in each of the formal curriculum areas: Personal Management and Social Development, Concept Development, Language, Reading, Mathematics, Childrens Literature, Science, Social Studies, Art, Music, Physical Development and Dance. Guides have been developed in each of these areas and will be described later in this General Guide.

THE PALO ALTO PRESCHOOL
CURRICULUM

1.
CARE/CUSTODIAL

2.
FORMAL

3.
INFORMAL

4.
UNSTRUCTURED/CIRCUMSTANTIAL

CARE/CUSTODIAL



1

FORMAL



2



3

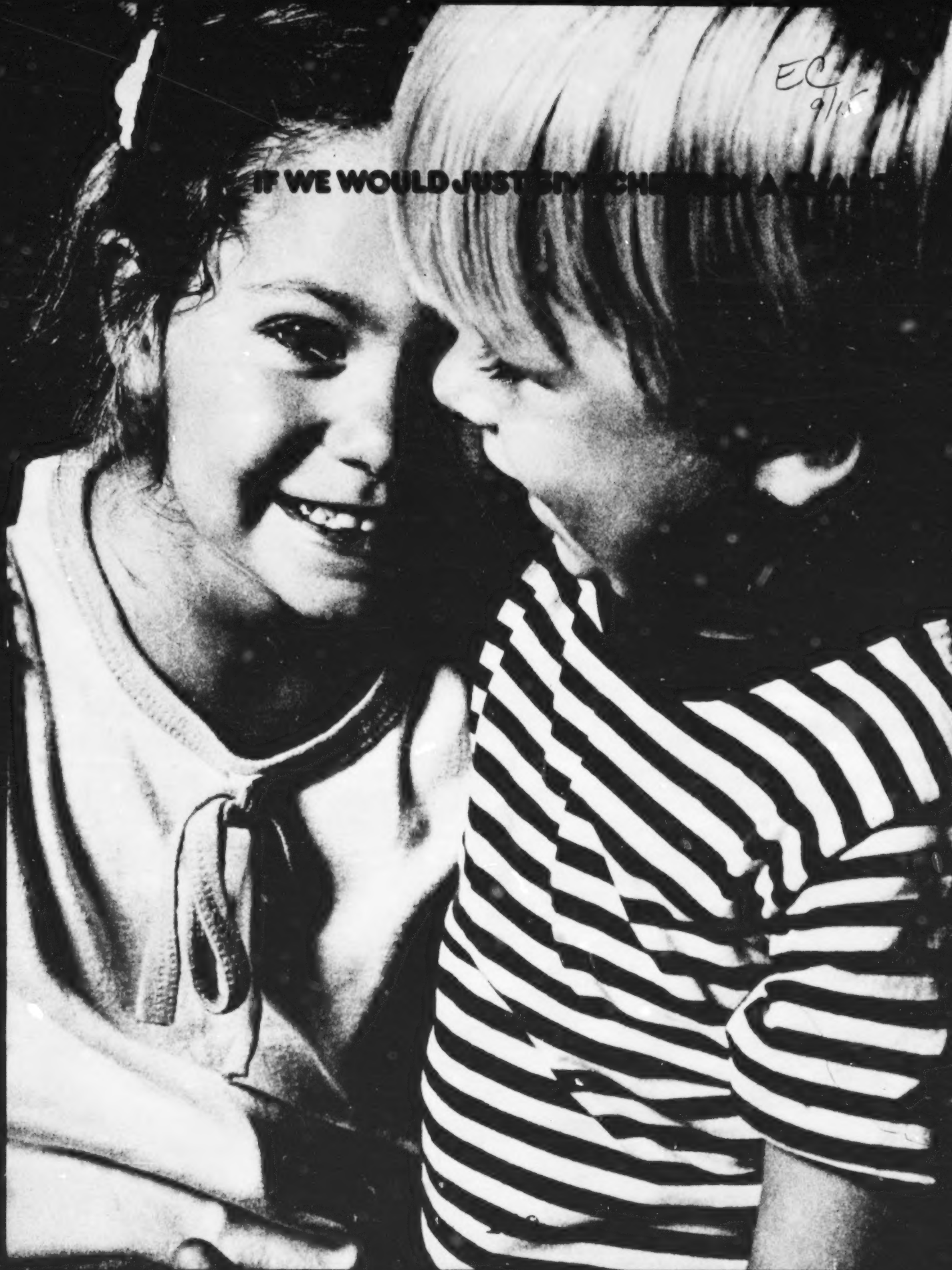


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INFORMAL

EC
9/15

IF WE WOULD JUST ENJOY THE MOMENTS





MAINSTREAMING GIVES HANDICAPPED CHILDREN A CHANCE.

The time has come for thousands of children, and their parents. Public Law (PL 94-142), has been passed guaranteeing children with handicapping conditions the right to an education. The right to a free education.

The significance is far-reaching. All of the youngsters, who have been neglected or passed over, will have their chance. All of the special kids with their special talents—in music, art, math, and science—who just happen to have a handicapping condition now have the opportunity to reach their own potential.

Yet, for all of the good it will do, the new law raises serious questions: How will handicapped youngsters fit in the public school system? Will they have to have special teachers, or will the classroom teacher have to be re-educated? What will the effect be on the other children?

To find the answers, the Bureau of Educationally Handicapped of the U.S. Office of Education awarded Preschool Services, Inc., a non-profit affiliate of Palo Alto Educational Systems, Inc., a three-year grant to establish a model program, "Project Takeoff." The goals set for the project are important:

1) To adapt the Palo Alto Preschool curriculum (which has been successfully applied to more than 50,000 children in the western United States) to meet the needs of the handicapped child.

2) To train regular classroom teachers in selected Palo Alto Preschools to work with these special-need children.

3) To help the kids who have handicapping conditions adjust to a regular classroom, so as to

enable their smooth transitions to public schools.

4) To help the other children in the classroom to accept and understand the handicapped youngsters.

5) To provide a program of support, assistance and participation for the parents of the handicapped children.

The most striking measure of success, thus far, has been the development of an environment where handicapped children, non-handicapped children, parents and teachers have all benefitted.

Secondly, it has been possible to document the teaching methods and the results with a well developed monitoring and evaluation system, so this information can be passed along to public and private school systems throughout the country.

By 1980, the results of Project Takeoff will be completed. Detailed studies of the three-year program, which will illustrate how to make Mainstreaming a reality, will be made available through the BEH-USOE. At the same time, Preschool Services will have collected sufficient information to provide interested states, municipalities, and school systems with a comprehensive training program for staff, teachers and administrators, a revised preschool curriculum, and an effective evaluation system.

With the results that are already in, it is very evident that Mainstreaming is definitely an idea whose time has come. And, Project Takeoff is proving to be the vehicle by which a good idea will become a reality—for the benefit of preschool-aged and elementary school-aged children everywhere.

MAINSTREAMING: IT'S SOMETHING EVERYONE CAN UNDERSTAND.

It has taken a great deal of effort for Mainstreaming to evolve to where it is today. The idea has been heatedly debated and closely scrutinized by educators, legislators and concerned parents everywhere. Now, after all of the discussion, after all of the research, it is especially gratifying to note: It works.

In a real classroom situation, using real kids and teachers, it works. Kids will be kids, even if they have special needs. They learn, and can function positively and productively in a normal classroom environment.

One of the fundamental reasons for the success at Project Takeoff has been the ability of teachers—regular classroom teachers—to respond positively and effectively to the challenge. The Model Program has proven, beyond all doubt, that these teachers, with the help of Special Educators instructing them in the classroom, can adapt to meet the needs of all of their children—without difficulty.

It must be quickly pointed out, however, that this occurrence is no happenstance. A Teacher Training program, complete with a revised version of the field tested Palo Alto Preschool Curriculum, has been prepared by Preschool Services during the three year development of Project Takeoff.

The Manual, extensive in scope, focuses on several key points:

- Instructional techniques are modified for each handicapping condition, with the underlying premise to accentuate the positive with all children; to reinforce what the children can do, rather than what they can't.

- The success of Mainstreaming can be realized by Special Educators working with the classroom teacher in the classroom. In addition to having a detailed outline to work from, the classroom teacher with the Special Educator at her side, will benefit through this personalized instruction while she is actually teaching.

- This approach has proven to be extremely cost-effective because Mainstreaming can be implemented by existing teachers within the school systems.

- Parents, teachers, and Special Educators cooperating together is the key element to making Mainstreaming a reality. Individual Education Plan (I.E.P.'s), developed and continually evaluated for the special-need children, serve as the basis for this relationship.

- Mainstreaming is a special opportunity for normal children to benefit by learning to relate

effectively with the children who are different than themselves.

The complete Teacher Training and Curriculum Revisions Manual, now available through Preschool Services, also incorporates an extensive evaluation system which has been developed and used with thousands of preschool-aged children throughout the United States. The net effect, as evidenced by Project Takeoff, is to insure the full development of all phases of a child's growth—for both handicapped and nonhandicapped children.

It provides solid goals, objectives and teaching methods so that all children can grow to realize their full potential.

It is by this philosophy then that Mainstreaming has become a reality at Project Takeoff. It has passed from the theoretical to the delightful conclusion of positive results. Which is why, from here on out, the most important thing to remember about this whole evolutionary process is simply: Mainstreaming? It works.







SHE HAS FRECKLES, DOESN'T SHE?

If you look in on the Palo Alto Preschool in Scottsdale, Arizona, it's a marvelous microcosm of the world.

There are black children, white children, oriental children, blondes, brunettes, and, oh yes, some children with handicaps. All of the children learn together. Play together. Take naps together. Laugh. Sometimes cry. And, generally, just enjoy sharing life together.

And you know the nicest part of it all? Because everybody's different at Palo Alto Preschool, nobody's different. After all, who's to say? Are you different because you have freckles? Because you're black? Or because you're blind?

It's no marvelous insight into mankind, really, to realize children won't learn any prejudice — regardless of race, creed or learning disability — unless someone is around to teach them.

But wait a minute. We don't want to make too big a deal out of all this. After all, Mainstreaming is a new concept for adults. Not for kids; they could care less.

They just work together. And play together. And that's all there is to it. And, if they like each other, it's not because of what they look like on the outside. Apparently, what's on the inside is all that really matters.





SOME VERY SPECIAL PARENTS.

What's a mother to do? For years, you have anguished over the well-being of your child. After all, your child isn't like any other. Your child is handicapped. Your child is special.

Where do you go so that your child will have an opportunity for a positive, successful education? What do you do? From the time you first discovered your child had a handicap you have always been hoping: "Won't someone give my child a chance?"

The answers haven't always been available. Up until now.

Parents with these questions have finally found a place for their children, and equally important, for themselves. A place where they can feel important; where they can express themselves and know that what they say really matters.

The parent program of Project Takeoff is an integral element that is crucial to the success of the model program. Parents have an opportunity to meet, on a regular basis, with other parents who share similar problems and now similar dreams. They have the opportunity to meet with their child's teacher and help in the development of the educational program for their child. They have the opportunity to meet with professionals. There is always someone who will listen, someone who really cares about what they think and what they feel.

And when these parents are ready for their children to enter the public school system, the Project Takeoff staff will be there to help. This will provide for a smooth transition and a positive beginning to a free, public education.

These parents are also given progress reports, on a regular basis, as to the growth and the development of their child. They have the chance to associate with the parents of nonhandicapped children, only to find out that some of their problems are problems shared by all parents everywhere.

Why so much attention to the parents when the thrust of the program is aimed at helping their children? The answer is obvious. So much of a child's life is shaped by the environment found at home.

The attitudes parents project, the feelings they have about themselves and their children—their

handicapped children—have an enormous impact on the emotional and physical well-being of the ones they love so much—the little ones who sometimes create problems that make it a little difficult to cope.

So now what's a mother to do if she discovers she has a handicapped child?

Be very thankful that, finally, there are some people who are beginning to take notice and understand the complexities of the children with special needs. That now there are people who are qualified to deal with these special children. And that this help and expertise, as a result of programs like Project Takeoff, will soon be available all over the country.

And when this happens, there's one thing these special parents won't ever have to do again. And that is to go it alone, without any help from anyone.





THE STORY OF JENNIFER.

It's hard to know how Jennifer Jenkins felt when she began her first day at Palo Alto Preschool. After all, to a three-year-old, school is a really big place. Everything is so new and different. That goes for all of the people, too.

Perhaps, that is why Jennifer, like a lot of new kids in school, was a little shy. A little withdrawn.

Then again, maybe it was because her last school was so different than this one. After all, the last school she attended was for blind children. Funny thing about Jennifer, though, she didn't really know she was any different than anyone else. It takes years to realize that you are "blind."

Her mother and father obviously recognized the difference, but refused to recognize the consequences. Just because their child had a disability was no reason she didn't deserve a chance.

Just because Jennifer is blind, a severe handicap, is no reason she can't live and be happy in a normal environment.

Next year, chances look very good that Jennifer will be enrolled in public school. And the reason is that some very nice things have happened to her along the way.

Jennifer has become more outgoing. Socializes with the other kids. Has a sense of humor. Makes jokes. Has developed her other senses to compensate for the one she's missing.

The other children all love her. And her teachers do, too. Not because she is blind, but because she is Jennifer.

If Jennifer wasn't "normal" like the other kids, you'd find some of her other interests rather surprising. She loves gymnastics. Her Mom and Dad are teaching her waterskiing. And her Palo Alto Preschool teacher is showing her how to play the piano.

How does this story of "Mainstreaming" end, you say?

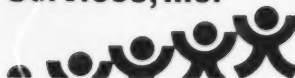
Very simple, really. Given her original prognosis, and her present prospects for the future, the story of Jennifer has a very good ending.

And, a very good beginning, as well.





**Preschool
Services, Inc.**



Project Takeoff

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